

The first report of the Assessment of Performance Unit was finally published this week, a year after the first draft was completed and nearly two years since the tests were taken. It looks at the mathematical attainments of 11-year-olds and its main finding is that most have enough of the fundamental skills to do simple problems, but that their weak grasp of principles lets them down when it comes to applying their maths in unfamiliar circumstances.

Some might argue that the report lacks evidence to substantiate the first part of the conclusion, and begs the question of what constitutes the fundamental skills. But taken at its face value, the APU's conclusion echoes that of the primary survey carried out by Her Majesty's Inspectors. Improvements, they both seem to be saying, lie not in more attention to the basic skills and repetitive drills, but in developing children's abilities through the applications of these skills. It is interesting that the American equivalent of the APU, the National Assessment of Educational Progress, drew similar conclusions from their maths tests, which were also given in 1978, and produced results not unlike those of the APU.

But should these results be taken at their face value? Indeed, what is their face value? To any adult even moderately familiar with numbers, the proportions of children apparently unable to do quite simple-looking sums are horrifyingly large. For all its lengthy gestation



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Mathematics results that do not quite add up to an indictment

period, the report contains little to assist in an intelligent interpretation of these results. As the testers point out, questions of identical mathematical content were answered correctly by markedly different numbers of children, depending on the format of the question. There are bound to be ordinary clerical errors in tests of this kind and with children of this age and it is obvious that many of the questions were as much tests of reading comprehension as of mathematics. The report is less than enlightening.

ing on whether some kind of discount should be allowed for such test-related idiosyncrasies—or whether these are the smut of results to expect.

Instead the APU sits tenaciously on the fence saying it has striven to produce a completely comment-free document. It is sensible enough to try to keep the APU and controversy at arm's length: the APU, ostensibly at least, is an instrument of measurement rather than of policy and there is an advantage in cloaking it with the trappings of unbiased objectivity.

But simply displaying the times saying it is for others to divine significance is naive and unhelpful. It is easy to predict what will be a result. The self-appointed guardians of "standards" who are sufficient to provide instant—and therefore the best remembered—reactions to these findings will have a field day. While reports such as the IIM's and APU's should have their greatest term effect, not in partially informed public debate, but in the more considered exchanges of in-service training sessions, public pressures can be schools, as the IIM secondary survey recognized.

The APU could well take a leaf out of the publication of its American counterpart. With the results of its tests, NAEAP publishes interpretations of it by an independent panel of people who know about tests and what children this age can reasonably be expected to do. That could help to get the debate off to a more balanced and enlightened start and leave schools less of an uphill battle when it comes to thrashing out a reasonable approach to the curriculum.

One thing such a panel would want to consider is how far the results are a genuine reflection of what children can and cannot do, and how far they represent peculiarities of the question. The report, as it stands, is to regard anything less test-related as peculiarities of the children rather than of the tests.

NEWS

Clegg pay survey may be delayed until after union conferences

by Stephen Cohen

The Clegg Commission report on teachers' pay may not be published until after the main teachers' annual conferences. Professor Clegg, the chairman of the standing commission on pay comparability, said this week that he would submit his final report to Mrs Thatcher by early April.

The two biggest unions told their conferences from April 5 to 11, and normally endorse the pay negotiations carried out by their leaders. This year they will find that the 1979 pay claim is still a long way from settlement. At the same time they will be giving their executives instructions for the 1980 claim.

Although Professor Clegg is aware that teachers will become more restless the longer they have to wait for the findings of the comparability study, he expects to pass the report in time for a report by the end of March.

Inhouse, however, had said that the first stage might have produced findings which could have been used for an interim report. The unions were told of this possibility, but it was made clear to them that it was no more than a possibility.

The unions may have to prepare their members for further possible delays in a Clegg award—and this is a delayed settlement in the 1979 pay claim—without making them feel industrial unrest. The first signs of unrest came from Scotland this week.

Teachers in Edinburgh, Glasgow and Lanarkshire went on unofficial strikes on Wednesday to protest against the delay and the failure of the Scottish local authorities to award an interim payment in anti-inflationary Clegg.

Clegg was inhibited as he visited Strathclyde College, Edinburgh. Mr John Pollack, general secretary of the Educational Institute of Scotland, said that the teachers were acting unofficially.

At a press conference after his visit, which also took in the Royal High Primary School in the city, Professor Clegg would not be drawn on his remarks.

"I was very impressed by the apparently demanding nature of the teachers' job," was all he would say.

Johnston-AIC, the management

consultants hired by the commission to carry out the job-for-job comparison, said this week that they would have the results in two or three weeks' time. There was still no guarantee that they would be reliable—or that they would not.

"We are professional optimists in this murky field," a company spokesman said.

Professor Clegg and his colleagues are understood to be over at the TES report that the study had gone so wrong that they were new visiting schools to see teachers at work. Visits were intended from the start of the exercise, a commission spokesman said, and were a normal part of the work.

Similarly, the second stage had always been planned. The teachers' unions were informed last summer that the first phase would be completed by Christmas and the second at the end of the year.

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Late transport rethink on the cards

by Biddy Passmore

The Government may still try to amend the school transport provisions of the Education Bill now being rushed through Parliament. It is expected to pass the committee stage this week.

The Government seemed to be resigning itself to prevent L.E.A.s from levying hefty charges for school transport, especially for children at denominational schools. But on Tuesday Mr Norman St John-Stevas, Leader of the House, said the Government would consider an amendment to the Bill if it was the only way to stop discrimination against children attending such schools.

Two hostile interventions from Conservative MPs—Mr John Patten and Mr John Gummer—during Tuesday's heated debate on the Bill's anti-discrimination provisions suggested that the Government is still in trouble with its own backbenchers on this issue.

Mr Malcolm Thornton, Conservative MP for Liverpool, Garston, and one of the chief back-bench rebels on school transport, has tabled an amendment which would force local authorities to levy charges of a flat rate. This would avoid discrimination against children at denominational schools and protect the position of children in rural areas who often have to travel long distances to school.

Mr Patten's amendment suggested that the maximum charge in a local authority should not exceed the cost of public transport for the "statutory walking distance", that is three miles for secondary pupils and two miles for primary pupils.

In the debate, several MPs accused the Government of flouting vital parts of the 1944 Education Act by their proposals on school milk, meals and transport. Mr Neil Kinnock said the clauses which were being gutted amounted to a "tax on parenthood". Local authorities did not want the so-called freedom provided by the Bill, he said, which would mean that many parents would have to pay an extra £60 a year per child on meals, £90 on transport for primary pupils and £130 on transport for secondary pupils.

The gutting motion, which was passed by a Government majority of 49, means that the Bill must complete its Committee Stage on Monday and pass its Second Reading Stage and Third Reading within a couple of weeks. The Bill will therefore complete all its stages in the Commons by mid-February.

● Kent is proposing to charge parents an annual flat rate of £95 for primary and £133 for secondary pupils. For termly payments in advance the charge would be £29 primary and £40 secondary, representing a discount of 10 per cent. East Sussex is planning to charge £35 a day for the return journey with the charge restricted to the first two secondary pupils in each family.

Shropshire is proposing £5.50 a term for primary children and £13 a term for secondary. Powys plans £13 a term for the first child in a family, primary, secondary and £5.50 for each additional child.

Part-time lecturers to get redundancy pay

by Richard Garner

An important ruling by the Court of Appeal last week now means that part-time lecturers will be able to claim redundancy payments or unfair dismissal.

Part-time lecturers are deemed to have a "fixed-term contract", which makes them eligible to claim unfair dismissal or redundancy if they are no longer given work.

The case concerned a part-time teacher at Swindon College of Further Education, Mrs Lynne Guy, who taught in the college's department of science and humanities between 1969 and 1977. In her college half the lecturers were retained to teach part time for an academic year.

Mrs Guy had received a letter from the college principal headed: "Offer of appointment for session 1976-77". It offered employment as a part-time teacher in specified classes for the year, and Mrs Guy wrote accepting the offer.

When the next session (1977-78) started Mrs Guy was not given any classes. The first explanation came after she had written to the college principal in October. He replied that the college had no more part-time lecturers and that her services were no longer needed.

The case was brought by Wiltshire County Council after two earlier hearings—an Employment Appeal Tribunal and an industrial tribunal—had determined that Mrs Guy did have a "fixed term" contract under the terms of the 1974 Trade Union and Labour Relations Act.

Lord Denning, Master of the Rolls, sitting with Lord Justice Ackner, said that Mrs Guy's contract was capable of two interpretations: (1) that it was for the period of the session beginning in the autumn term until the last day of the summer term, during which time she was to teach such courses as required of her—a contract for a "fixed term"; or (2) it was not for a "fixed term" but for specific courses—and that when those courses came to an end the contract was over.

Lord Denning chose the latter, ruling that the views of the Industrial and Employment Appeals Tribunal that Mrs Guy had a "fixed term" contract was "intelligible and acceptable", and therefore the appeal was dismissed.

Lord Denning rejected a wider interpretation of the term "fixed term" by the Employment Appeal Tribunal which would have included contracts drawn up to carry out a specific task—such as chopping down a tree or going on a voyage—under the scope of the Act.

Mr Graham Clayton, the solicitor for NATFHE, said afterwards: "This does mean that lecturers only played for sessions do have to be treated as having employment protection rights. Authorities cannot simply regard them as being easily disposable."

However, Mrs Guy still has some hurdles to clear before she gets any compensation. She must now go back to an industrial tribunal to claim compensation for unfair dismissal or redundancy pay.

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Comment

Equality the voters really want?

For much of the time, the Labour Government of 1974-79 (with all its faults) was probably the nearest the country has been since the war to a consensus government.

Hampers by a world recession, pumiced by a negligible Parliamentary majority, its scope for even mild social change was limited. With hindsight, it is easy to criticise it for failing to leave behind a more equal society—or for failing to find the road to recovery—but the nation as a whole was clearly not sufficiently enthusiastic about either aim to support any controversial policies.

Perhaps the chief penalty of Britain's industrial decline has been the stagnation of rising personal incomes coupled with improved social welfare. The Labour Government's main battle was with the resulting inflation. As a new Fabian study, *Labour and Equality*, edited by Nick Bonsor and Peter Townsend points out, the conscious goal of egalitarianism (by which most of the authors seem to mean a more equal distribution of resources) was made to take second place to financial rectitude. Could the Government have done anything else? Though the book credits them with some real achievements, it certainly implies that they were too cautious in pressing on with reforms that in the authors' views were both economically and politically feasible.

In education they faced additional, familiar constraints, such as the inability of the central Government to direct local government to adopt positive discrimination in spending, or cutting their education budgets. The large statutory element of so much education spending restricted the switching of resources. There was also a general disappointment with the education reforms of the 1960s. When telling rolls offered a dramatic chance to transform the schools, the political will had been oiled.

As Professor Tessa Blackstone says in the education chapter, the Government did fulfil some of their election promises. Direct grant schools were abolished (arguably increasing inequality), and the 1976 Education Act was passed to enforce comprehensive reorganization, reinforcing what the egalitarians took to be the single most important policy for equalizing educational opportunity. But they failed to achieve their nursery targets (abandoning Mrs Thatcher's programme) and hauled back attacking the independent schools, even though, according to Professor Blackstone, it would have been possible to increase the state's own boarding schools and cut the large number of private places bought by the Government. More significantly they failed to consider the 16-to-19-year-old age-group, even

enough to work out a coherent policy, and the Henley scheme killed even a modest pilot scheme for educational maintenance allowances to encourage pupils to stay on at 16.

Ironically the Labour Government's most expensive and impressive reform of the 1960s, the vast expansion of higher education, turned out to be by far the most regressive part of the education budget, channelling yet more funds to those who started life with a head start, and yet it has also opened doors to thousands of working-class children.

The real inequality new lies at the age of 16 when too many able children leave school, which means they are again at 16.

This book is intended to be an indictment of Labour politicians. Harold Wilson, Jim Callaghan and Denis Healey are the scapegoats chosen by academic critics in search of someone to blame. The question underlying the critique, however, concerns the ordinary voter's commitment to equality.

Labour's tenure of office was precarious because it could barely attract a third of the popular vote. Its main corporate support came from trade unions which maintained a strong, conservative attachment to differentiation, and many of whose members voted for Mrs Thatcher. More crucially, the policy of higher taxes or a tougher incomes policy was never a practical possibility for a minority government which had to work within an unbroken consensus. To blame this on Wilson and Callaghan is to fly in the face of reality.

Half-hearted blueprint

"There is a golden opportunity to achieve a consensus on educational reform and future generations will not thank us if we fail to grasp it," writes Vornen Bogdanor in *Standards in School* (page 10). This latest offering from the National Council for Educational Standards (the first in a new series of papers called "Key-Statements on Education") attempts to pull together the threads of post-Black Paper education, and distil a programme of (relatively) agreed action from the Great Debate.

It is quite sensible as far as it goes. The trouble is that it seldom goes far enough to get to grips with any difficult and contentious issues. For example, it repeats earlier Conservative demands for national standardization at nine and 13, but has neither the stomach nor the space for any serious discussion of how the results of such universal testing should be used. It must be a general rule that nobody should propose more tests unless they can also suggest the remedial action such tests should lead to. Mr Bogdanor talks of an early warning system, but national tests are neither needed nor likely to be effective for this purpose. All this particular, political play—which could well come to enjoy bipartisan political support—would do by itself increase social pressure on teachers and pupils and raise anxiety levels.

The same failure to get beyond previous posturing is true of the sections on parental choice, the quality of teachers, and the possibility of secondary schools developing

their own separate specialisms. There is certainly something important to be done in the last of these, and this could well come to be a cornerstone of a conservative comprehensive school policy. But the snags such a policy would have to overcome are an obvious fact: it is superficial in the extreme simply to repeat generalizations on the subject without saying anything useful about the genuinely difficult underlying problems.

On the quality of teachers Mr Bogdanor fails to add anything useful to the 1977 Green Paper; certainly anyone who believes that a Teachers' General Council would make it easier to weed out the less competent teachers has not thought about it very seriously. The fact is that every blueprint for reform has, by convention, a few paragraphs on this topic even if there is nothing new or useful to say. Mr Bogdanor should have resolved to keep quiet—unless he could treat the matter with the seriousness it deserves.

It is no discredit to the author to say that in the space of 20 pages he has not managed to advance a public argument which has already ranged over many acres of print. But the fact remains: this is disappointingly thin, and those engaged in primary and secondary education will conclude that in many places its brevity eyes more in the author's desire to avoid difficult issues than to the brilliance of his analysis.

Breaking up London



When the Prime Minister and Mr Mark Carlisle receive their copies of the Tory group report recommending the break-up of ILEA, they ought to order a little supplementary research on the likely costs of such a reorganization before taking action.

The "Sherlock" group has been very quick in sifting through the policy options, at the urgent request of Westminster and Wandsworth borough councils; it is easy to see how they are tempted by the immediate political benefits of getting education away from ILEA (which Labour normally controls) and handing it over to the inner London boroughs, in some of which the Tories are strong. Some of ILEA's best friends would agree that it is still too remote from its clients, despite Peter Newman's moral de-

volved administration, and there is doubt that it enjoys an enviable reputation—freedom from accountability to ratepayers.

Nevertheless, it is not enough to put superficially convincing models of burrough administration that might be an ILEA's second or third tier, and the divisional office structure, as break-up pressure group have argued, pretend that there will be no inflationary creep. It can be taken as a development, Parkinson's Law that, whenever an institution is split up into self-supporting units, the total cost of the institution tends to increase.

It is necessary to go back to the 1963 London Government Act for example, when the old Middlesex Council was broken up and, with Surrey, Essex, Hertfordshire and Middlesex, formed the new Greater London Council. Within twelve months of the Act's passage, the administrative cost had risen by 20 per cent, on an increase attributable to the break-up. Not only that, but the new council was established. The new London boroughs were many of the MCC officers that Stuart Sexton's men have suggested ILEA; then they added another 100 to the job.

It has to be remembered that the group must be staffed all the way through. Westminster, for example, followed in footsteps of Harrow or Barnet it would not only its own chief education officer, deputy and assistants, but the whole of departmental officers and advisers, everything from maths to careers, and so on, to special education. And so on to Wandsworth, Kensington and Chelsea, Hammersmith and all the rest.

The most visible upshot could be expected such a reorganization to add twenty per cent to the bill of the break-up. Hardly the sort of cost-cutting measure that the Tories are looking for, though Sir John Cutler may have other goals in mind. It would seem particularly mad at a time when the school population in inner London is dropping so sharply that ILEA is struggling to keep its schools open on all sides.

There is also another hidden cost: reorganization, as George Cooke's article on page four underlines, the education system is being run by the wrong people, the men and women who run it, are not able to finance education on their own. The document also accepts the need for a special body to oversee the five inner London boroughs.

The group's "second best" recommendation is believed to propose direct elections to the ILEA, thereby achieving greater financial accountability and helping to overcome the much quoted problem of the ILEA's remoteness. The solution is forwarded by Sir Frank Marshall in his 1977 report on the ILEA into a statutory joint committee of the GLC, with rights to take direct decisions from the boroughs. It is not thought to have met with the group's approval.

One member told the TES that "Mr Wood was at the Army's School of Music with a view to becoming a band leader. The war put an end to that and he became an instructor in chemical warfare. This job which led him into teaching."

No comment

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ILEA break-up urged in secret Tory report

A report by a secret Tory policy group recommending the break-up of the Inner London Education Authority is new in its final draft and will be sent to the Education Secretary, Mr Mark Carlisle, and the Mayor, Mr Kenneth Baker MP (Shorlock Hillme lived in Baker Street), has only been circulating for about three months and has produced its report quicker than expected. Members say it was easy to write, apparently because the supporting material was already available. The Marshall Inquiry had gone into the argument in some detail and the opposition group on the ILEA produced a rapid response in September recommending the break-up of the authority and the return of education to the individual boroughs.

It accepts that some kind of financial redistribution—such as equalization—would still be needed, because poor boroughs like Tower Hamlets and Hackney would not be able to finance education on their own. The document also accepts the need for a special body to oversee the five inner London boroughs.

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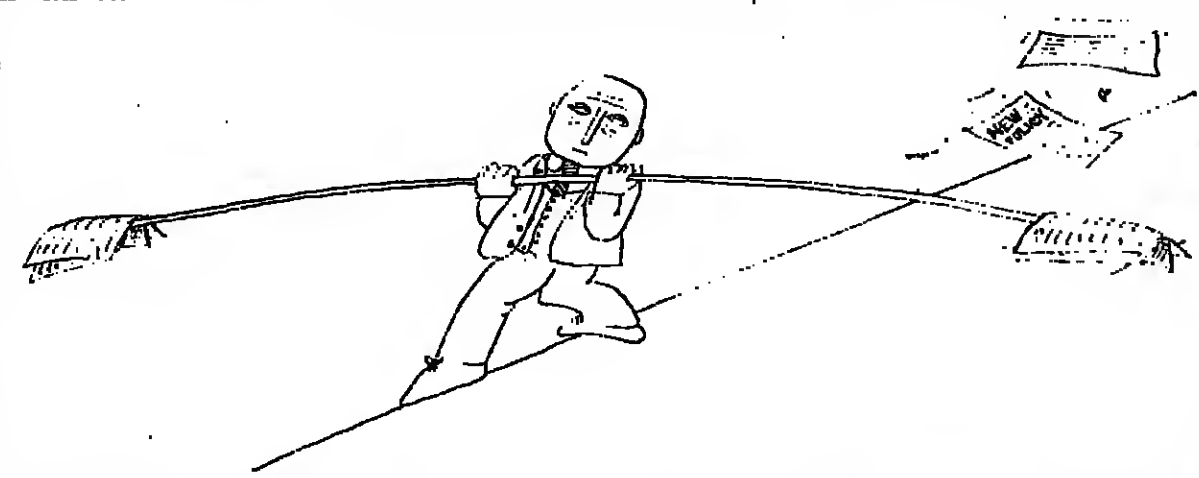
Platform

Local government has suffered so many political pressures that chief education officers are faced with an almost impossible job, former CEO George Cooke believes

The early retirement on health grounds at age 53 of Conrad Rainbow, chief education officer of Lancashire and, more tragically, the sudden death of Ren Greenwood, chief education officer of Hertford, just a few weeks before he was due to be installed as President of the Society of Education Officers, have given added significance to the question: has the job of a chief education officer really become impossible?

The views I express here are my own and in no sense the "official" stuff that its predecessors and the officers and members of that distinguished body will not be surprised when I say that many CEOs to my certain knowledge, firmly intend to retire, as I did, the moment they reach 60 even though a few years back they would never have contemplated coming so early. Many would go before 60 if they could on reasonable terms.

If one looks for the causes of our present discontent, it is certainly necessary to go back to local government reorganization itself. Lord Redcliffe-Maud's Royal Commission in 1966 was a landmark in the history of local government. But in the even reorganization did not bring unitary, all-purpose authorities of more equal size, status and resources. It did not bring a new and improved system of local government finance. What we got was a messy, shabby political compromise, extravagant, ill-considered and ill-timed. The education service, being the biggest and most expensive service in-



involved, inevitably suffered most as a result.

It is possible, nevertheless, that things might have worked out, and that a bad system might have been made to work reasonably satisfactorily, if reorganization had not coincided with the oil crisis, the industrial unrest, and the political change of the winter of 1973-74.

The result was a call for reinforcement in the public services, and that meant that in many areas most of the improvements worked out, particularly those designed to achieve a synthesis of "best practice" among merging authorities, had to be abandoned and in their place came compromise, confusion,

Too tough at the top

should be called upon to bear its fair share of financial sacrifice. As a result, the "annual agency" of the estimates, which used to last for a month or two, now became so protracted as to develop into a continuous state of anxiety. Nor was that all.

At the same time, the notions of "corporately managed" and "extended central services" took over the minds of many of the new councils, largely as a result of no-critical acceptance (and some deliberate misinterpretation) of the Bains Committee report. This led inexorably to reduced status, influence for "services".

There were many other things which made the education officer's job harder to bear. Most of the councils which had previously been "independent", became quite explicitly party political. As a result, educational issues were more and more decided at a level not by a serious debate in committee with reference to education and local criteria but by a decision of the leaders or the caucus of the dominant party taken outside the statutory education committee without professional educational advice.

It was particularly unfortunate that the two major national political parties fought throughout this period to agree on the "area of consensus" decreased and each major educational decision seemed to carry with it the promise of reversal as soon as the opposition gained control.

The disastrous Conservative reorganization of local government had hardly begun to sort itself out before the Labour government of 1974-79 was at it again with some equally disastrous and pettily-motivated proposals masquerading as "organic change". At the same time, central government, giving new meaning to the phrase "Factory Acts", churned out new legislation in industrial relations, employment protection, health and safety, discrimination, consumer protection (sic) and so on, and created new offices and organizations from ombudsmen to tribunals, from inspectors to courts, commissions and boards. All these required the attention of education officers.

Moreover, the education service, quite apart from all the contradictory aims, content, methods and standards, had its own organizational battles. The question of how and by whom the increasingly confused field of higher and further education should be controlled consumed many people's energies and forests of paper but remained unresolved.

The comprehensive controversy dragged warily on as one government took powers to impose its system on all L.E.A.s and abolished the direct grant schools, while the next withdrew the compulsory powers, re-enthroned the grammar schools and introduced an

"assisted place" scheme to take the most able children out of the state system altogether. Throughout the period, the independent schools flourished as never before. There were some people, who stressed that organizational changes by themselves would never produce a better education system; that the key lay rather in the selection and training of the staff, the commitment and commitment, in short the professional skill and morale of the teachers; but their voices went unheard.

Every education officer with a proper sense of his responsibilities and limitations knows that everything he does must be judged ultimately by what goes on in the classroom between teacher and student. Every education officer therefore must be concerned above all with the quality of the teaching force and alarmed if the standards and morale of the teachers and their relationship with their pupils deteriorate.

During the last five years, I believe that the morale of the teachers has deteriorated markedly, for reasons both external and internal to the profession. Among the external causes were (obviously) the outside forces of recruitment, reorganization and contraction, the threat of unemployment or unemployment, and the constant stream of criticism. The politicians and the community at large turned up the education service until, skilfully confusing cause and effect, a grand bout of self-criticism blamed it for virtually all the bad things to sight from broken homes to declining industrial productivity.

The confidence of the teachers was not shared by the same time, within the profession itself, there was a steady and perhaps inevitable decline in professional commitment, an increasing preoccupation with salaries and conditions of service, a growing willingness to take industrial action regardless of its effects on pupils.

In all these ways—and no doubt many others which could be identified—the job of the chief education officer became infinitely harder during and after local government reorganization. The job is not of course "impossible", or even uniquely difficult. However, it does seem fair to warn future aspirants to chief education officer posts that a new balance has to be found somehow between commitment and survival, one that if you care too much you are likely to be deeply hurt. And it does seem fair to warn the politicians, particularly the local politicians, that the pressures on chief education officers are so symptomatic of pressures upon and within the education system which could lead to its removal altogether from local authority control.

Increasingly I hear comments like "Local government is dying, it deserves to die off." Education would be better off outside local government. There is no doubt that pressures towards centralized control of education are strong, and were it not for the lightning example of the National Health Service, would be stronger. Yet I still believe that would be a sad day for our country.

if local government were to be effective control of education, because that would finally end the period of the independent schools flourish as never before. There were some people, who stressed that organizational changes by themselves would never produce a better education system; that the key lay rather in the selection and training of the staff, the commitment and commitment, in short the professional skill and morale of the teachers; but their voices went unheard.

It must surely be apparent even the most blinkered local claims and corporate mistakes, local government has no right to survive regardless of its behavior. Do they see the prime function of the council as not cutting budgets and not must something, even in the difficult financial circumstances, demonstrate that they can services in a more human, efficient and cost-effective than any other alternative by government?

Do they really know about the service he is supposed to be responsible for? Do they understand that to lose control of education is to have already lost health, public utility, and respect? Do they understand that to lose their residual functions will leave them anything to be proud about, or justify expense of their meetings?

Do they appreciate that education service is a public confidence remains? Do they appreciate that education service is a public confidence remains? Do they appreciate that education service is a public confidence remains?

A good example of mistaken policy was the general approval of degree courses in the development of education which were seeking to diversify into what the DES called "general" higher education. Strangely, all higher education which was not teacher education was "general". Inevitably, the colleges sought to mount courses, mainly in the humanities and the social sciences, since this was where the expertise of their staff lay. Even if they had had engineers on their staff and fully-equipped workshops and laboratories, they would have failed to attract students to applied science or technology courses, since there were already far more places in these disciplines in higher education than there were qualified students to fill them.

Only five years later—just long enough (at a pinch) to design a course—and see its first intake through to graduation—we find the DES recruiting figures of some of them, not least in modern languages, are not enough to fill the gaps. Some colleges are perfectly well in 1975 the pattern expressed concern for some years past about the undeniably low number of pupils studying modern languages. It follows logically that some arts disciplines were ominously allowed to occur, and why was the general approval ever issued?

Part of the answer is undoubtedly that, one branch of the DES was responsible for the reorganization of the colleges of education and another (together with the Inspec-

NEWS

Revised Bill fails to soothe council fears on block grant

by Sarah Bayliss

The revised Local Government Bill, reintroduced in the House of Commons last week, does nothing to appease the anger of local authorities over the new block grant funding policy.

The Bill, produced by the Department of Environment, was withdrawn from the House of Lords in December after consternation about its length—246 clauses—complicated from the Opposition about the constitutional implications of introducing such a far-reaching Bill in the Lords rather than the Commons.

The new Bill is significantly shorter with only 149 clauses and much of the stuffing cut out. In one important respect it has responded to local authority pressure by easing tight definitions of capital spending.

As originally envisaged, allocations will be made for five main

blocks of expenditure—education, housing, transport, social services and other services—but councils have been given the new freedom to pool these allocations and to use the total sum in what they choose. In the previous Bill there could only be a 10 per cent movement from one block to another.

Mr Michael Heseltine, the Environment Secretary, has remained adamant, however, about the block grant proposals for revenue spending replacing the old rate support grant system. These give central government the power to assess the spending needs of authorities and allocate money accordingly.

Mr Heseltine believes the block grant will curb the big spending local authorities; his critics, including all the local authority associations, say it will merely create vast technical problems and unwelcome government interference.

Mr Prior favours 'Open Tech' plan

Plans to start an "Open Tech", using the distance-learning techniques developed by the Open University, are still at a preliminary stage in the Department of Employment. Officials are now considering a paper on the subject prepared in

Mr James Prior, Secretary of State for Employment, is anxious to stress that he does not envisage a mirror-image of the Open Univer-

sity, with resources concentrated on one site. It seems that the paper proposes a much looser structure, using and building on a number of existing centres of distance learning such as the National Extension College at Cambridge.

Mr Prior is a strong supporter of the scheme and has been raising it at regular intervals over the past two years. However, the idea is said to be encountering some sturdy opposition from DES officials.

Three further pay rises expected in coming months

Unions settle for interim 7.5%

by Stephen Coker

An interim pay rise of 7.5 per cent—or a minimum of £288—was accepted by teachers' leaders last week after seven hours of talks in the Burnham Committee. Most teachers now get 17.2 per cent more than they did last March. College lecturers agreed to the same rise a day later.

The interim rise is backdated only to January 1. This means that the real increase in salaries during the current year is only 11.05 per cent, so far.

Three more rises are expected during the coming months. The Clegg Commission comparability award, which will be announced at Easter, will be paid in two stages—half backdated to January and the rest from September. And there is the April 1980 settlement to be negotiated.

Last week the management's first reply to the teachers' 9.2 per cent claim (equivalent to 10 per cent on 1978 pay) was to offer 6 per cent.

This was rejected immediately. An offer of 7.5 per cent on current pay rates was then made provided teachers abandoned the agreement to receive half the Clegg rise in January. All of it would be paid from September, the management said. This was also rejected immediately.

The third offer was of 7.5 per cent—with no strings. Only the National Association of Schoolmasters-Union of Women Teachers opposed this and insisted that the full original claim should be paid. The other unions accepted and the deal was struck.

Details of the new pay scales are in the accompanying table.

The rise means that the £6.4 month that teachers have been getting since April will be included in the new increase. This was payment "on account" from the coming Clegg rises. The £60 paid so far "on account" is to be repaid in three instalments: £33 in February and £13.50 in March and April.

Another helping step towards replacement of the Burnham Committee.

New salaries from January 1

Salary scale	Min	Max
0.3519	6,424	12,823
1.3523	7,442	13,843
2.3780	8,461	14,862
3.3831	9,479	15,874
4.4082	10,495	16,895
5.4140	11,513	17,926

Scale 1	0-12	Scale 3 (S)	13-22
Scale 2	7-18	Scale 4 (S)	19-28
Scale 2 (S)	7-18	Scale 4 (S)	19-28
Scale 3	10-20	Scale 4 (S)	19-28

Below	Min	Max
Op4	4311	8325
Op5	4623	8623
Op6	4935	8921
Op7	5247	9219
Op8	5559	9517
Op9	5871	9815
Op10	6183	10113
Op11	6495	10411
Op12	6807	10709
Op13	7119	11007
Op14	7431	11305

Head	Min	Max
H1	6088	6741
H2	6390	7043
H3	6692	7345
H4	6994	7647
H5	7296	7949
H6	7598	8251
H7	7900	8553
H8	8202	8855
H9	8504	9157
H10	8806	9459
H11	9108	9761
H12	9410	10063
H13	9712	10365
H14	10014	10667

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Winners and losers in the numbers game

The first primary maths survey contains cold comfort for schools. Most pupils can do simple sums, it says, but find it difficult to apply their knowledge

by Bob Doe

Most 11-year-olds can do simple sums but their grasp of multiplication, division, decimals and fractions is weak, says the first report of the Government's Assessment of Performance Unit published this week.

Many of the 13,000 pupils in the sample also flourished when the simple sums they were able to do when presented in a straightforward way were presented in unusual or problem-solving formats. The report says:

"Most 11-year-olds can do mathematics involving the more fundamental concepts and skills which they have been introduced and also simple applications of them. There is, however, a fairly sharp decline in performance as pupils' understanding of the concepts is probed more deeply and their basic knowledge has to be applied in more complex settings or unfamiliar contexts."

"While pupils generally understand the basic idea of symbols, graphs and diagrams, many find translating and manipulating symbols too abstract in deal with and perceive only what is immediately evident in graphs and diagrams."

A representative sample of about 1,000 schools took part in the tests for 11-year-olds set in 1978. Only pupils whose birthdays fell on certain days in the month were asked to take part. The testing was done for the APU by the National Foundation for Educational Research.

The 50-question tests were expected to take about 50 minutes, though there was no time limit. Each pupil, in effect, had only a sub-test covering three of the 13 different categories of maths the APU believes cover the whole spectrum of primary maths.

The results of 26 different sub-tests were aggregated to produce a national picture. It was as much a matter of practicality as policy that the APU decided not to say anything about the performance of individual pupils, schools or local areas.

The average scores in Wales and the North of England were above the average for the whole of England and Wales. Scores in the Midlands were below.

The report also suggests that children do better in smaller schools (fewer than 200), larger classes, in more affluent areas (indicated by the numbers of free school meals), and outside large cities. It warns, however, that great care is needed in interpreting such findings and that this is not necessarily causal effect. The smaller classes, for instance, include remedial classes.

Boys did slightly better than girls in all categories of maths, except computation with whole numbers and decimals where girls were markedly better.

A smaller sample of 1,000 11-year-olds also took practical tests given face-to-face by an NFER tester. These included giving change, estimating the length of a line and halving a piece of string.

A further 1,500 pupils filled in questionnaires on their attitudes to maths. The report says, is the best indicator of their liking of maths as a whole.

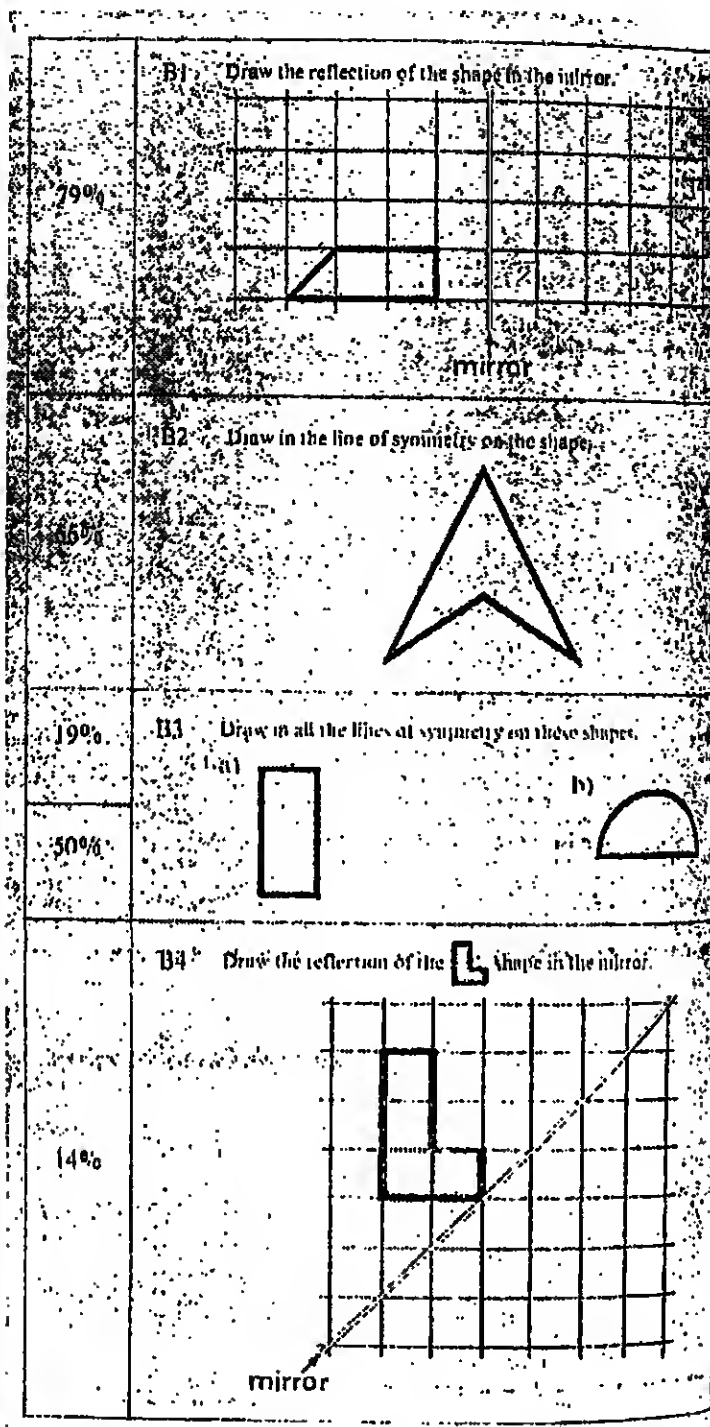
The overall score on the written tests was 49 per cent, though little significance can be attached to this figure. It would have been higher if more easy questions had been included and lower if harder questions had been set. The tests were deliberately designed to span the whole ability range and no pupil was expected to have been taught everything that was included in the survey.

The unit's report does not say how the results should be used. It is a preliminary assessment and has been ruthlessly expurgated from any possible bias. No conclusions are drawn and no guidance given on what reliance can be placed on tests in which pupils have little or no incentive to do well.

Pupils know that nothing depended on the outcome of these tests and that neither they nor their



Above right and on opposite page 1 sample questions from the survey. The percentage of pupils who answered the question correctly is shown in the left-hand panel.



teachers would see the results of them. The instructions to teachers giving the tests stipulated that children should be told that there were hard questions and that they should leave these if they could not do them.

Teachers in the schools tested were asked how appropriate they thought some of the questions were. They were not asked about the appropriateness of the calculations involving whole numbers and decimals, fractions, or applications of maths.

Only half of the teachers—or less—thought the questions on symmetry, coordinates and temperature were appropriate, whereas over 90 per cent thought that questions about money and time were. Pupils' scores on these varied very much in line with teachers' appraisals of the questions.

The written tests covered number, measures of time, length, money, etc.; geometry; algebra; and statistics.

Number

The tests were designed to measure both the extent of number and pupils' ability to calculate. Ninety-five per cent could estimate about money and time with nearly 100 per cent accuracy. Ninety per cent could estimate about length and weight with nearly 100 per cent accuracy. Two-thirds could estimate about the outcome of these tests and that neither they nor their

pupils only had a "teens grasp" of decimal place value. Over half picked the line "0.56 is less than 1.3" but nearly a third ticked "0.56 is greater than 1.3". More than three-quarters could put four decimal numbers in order of size but less than a quarter could do it if there were two places of decimals.

Conversions of familiar fractions like "one quarter" to percentages were successfully done by a half, but only a quarter could give the decimal equivalent. Forty per cent could turn tens into decimals but only 30 per cent could do it for hundreds. Fewer than 40 per cent could do it the other way round.

Though no examples are given, the report says adding two four-digit numbers were done correctly by 80 per cent when there was no "carrying" and 80 per cent when there was. Only 65 per cent could add three two, three- or four-digit numbers presented vertically.

Subtractions where no "borrowing" was needed was done successfully by about 90 per cent. But when borrowing was involved the success rate—or "facility index" as the report calls it—fell to between 80 and 65 per cent depending on how complicated it was.

Almost all pupils could manage decimal additions, as long as the numbers were presented one over the other with the decimal points aligned. Only 60 to 70 per cent

could do it when arranged horizontally or when different numbers of decimal places were involved. About half could subtract the simpler decimal numbers but only a quarter could when the numbers of decimal places differed.

Pupils could multiply decimals as well as whole numbers but the decimal multiplier appeared in the number being multiplied.

Top score for division was 70 per cent who could divide 84 by four. Only 40 per cent could do the same sum presented in the ratio form of 84 over 4. The presence of a zero in the answer also baffled some. Only about half got 816 divided by 8.

The report says pupils' poor concept of place value let them down when it came to practical skills. Fractions were among the hardest questions of all though a minority achieved quite high scores. About two-thirds could add fractions like $\frac{2}{3} + \frac{1}{3}$.

where the denominators were the same. But fewer than one third could do so when denominators were different, or if three fractions with the same denominator had to be added. Scores for subtracting fractions were 10 to 20 per cent lower.

Applications

Performance in simple arithmetic operations declined when pupils were required to apply them

in practical or unusual contexts. Only about half answered correctly. "255 children are going to the Christmas party. If each can sit at a table, how many tables will be needed?"

Only a third could say how far a car had travelled, given its speed and time. More than a half could do so, given the time and distance, but fewer could do so, given the distance and time. Only a third could do so, given the time and distance.

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US maths survey comes to similar conclusions

Maths tests given to schoolchildren in the United States two years ago have come up with very similar results to those from the Assessment of Performance Unit's tests, given to English and Welsh pupils in the same year.

A report from the United States National Assessment of Educational Progress says, "Although they can generally handle the mechanics of mathematics, many American students are stumped when it comes to applying these skills to everyday problems."

Pupils can add, subtract, multiply or divide reasonably well, but they have difficulty in deciding what computation is called for when problems are presented in word form. The United States agency says, "Many lack real understanding of such concepts as fractions, decimals and percents."

The NAEP has been monitoring standards in the United States since 1969, and the British APU has collected many of their mathematics testing features. But performance in each country is not directly comparable as the Americans test at nine, 13 and 17, and the APU at 11 and 15.

Where similar questions allow some comparison, the scores of the nine and 13-year-olds in the United States roughly straddle those of the British 11-year-olds.

There appear to be an APU record to compare with the American findings that 45 per cent of nine-year-olds knew how to find the area of a rectangle, 69 per cent got 8×8 , and 56 per cent got 9×8 .

Only 12 per cent of American 13-year-olds got the area of a square given the length of a side. The 37 per cent of British 13-year-olds who managed such a question was nearer the 42 per cent of American 17-year-

old students giving a correct answer. On average 34 per cent of the nine-year-olds and 84 per cent of the 13-year-olds Americans can do sums like $76 \div 7$; 57 per cent of British 11-year-olds got them right.

Nine-year-olds in the United States are apparently as good as British 11-year-olds at subtractions involving "borrowing" (the Americans call it "regrouping") with sources of between 50 and 65 per cent depending on the complexity. There is no telling, of course, how time-year-olds in England and Wales compare. The 13-year-olds Americans scored 85 to 90 per cent.

The two monitoring organisations differ in the speed with which they report. The Americans produced full reports within a year on their 7,000 sample of three different age groups, complete with full analyses of 700 questions used. The APU are more than six months behind them with their first report, but—unlike the Americans—this is the first time they have done such an exercise.

The NAEP also differs from the APU in the way it handles its results. It gives more information on what pupils seem capable of doing, and also convenes a panel of mathematics experts to try to interpret the survey results. The APU say that their job is just to present the bare facts.

The apparent inability of students to tackle the applications of mathematics is interpreted in the USA as a result of a "lack to the basics" movement, of too much attention to drills and of insufficient problem solving practice.

Mathematical Knowledge and Skills, Report No. 09-MA-02, one of several produced by the NAEP, Education Commission of the States, Suite 700, 1801 Lincoln Street, Denver, Colorado 80202, August 1979.

From previous page

between numbered points. Only 20 per cent got a negative temperature correct.

Pupils had a fair grasp of the units of measurement. Some 80 per cent chose a realistic height of a table correctly in a multiple choice question though a quarter chose 20 or 200 metres as the height of a man; 70 per cent chose the correct answer.

Just over a third could give the area of a square given the length of one side (3 cm) and nearly a quarter answered 12 cm, suggesting they confused the idea of area and perimeter.

Geometry

In geometry the testers looked at pupils' skills in estimating angles, parallel lines, recognition of plane figures and knowledge of the properties of figures like triangles. There were also questions on the recognition of three-dimensional shapes.

About half of those tested were able to distinguish parallel from non-parallel lines. Thirty per cent could try which sides of various four-sided shapes were parallel. About 60 per cent could estimate the size of a right angle in degrees and place a selection of acute and obtuse angles in size order.

More than a third appeared to struggle on a straight line amounted to 180 degrees but fewer could apply this to more complicated diagrams. For instance, the two angles were created by intersecting lines of a triangle and interior angle between 70 and 90 per cent.

Half could draw in named parts of a circle. While half could calculate the radius, given the diameter, fewer than a third could draw the radius in a diagram. Half could draw the lines of symmetry on plane figures if there was only one. Only 20 per cent could if there were two or more. Nearly a third could draw the reflection of a simple geometric shape correctly, when the mirror line was placed diagonally only 14 per cent could get it right.

Sixty per cent could give a position on a grid in terms of co-ordinates and about half the pupils could describe a route about a rectangular grid in terms of North, South, East and West. Only a third got intermediate compass points correct.

Algebra

Most pupils could do simple sums or solve simple equations where one number was replaced by a symbol or letter. The following was answered correctly by 88 per cent: Find which number x stands for: $12 - x = 8$

A half solved correctly: If Stuart has a number $n - 9 = 21$

Nearly half could correctly complete a table of the values of n and m based on the equation $n = m + 1$ but only 19 per cent could do the same for $M + N = 4$.

The majority could do simple questions on sets. Fifty-five per cent answered the following correctly: A baker delivers bread to 90 customers. 60 customers take white bread and 40 take brown bread. How many customers take both white and brown bread?

Statistics

Pupils had little difficulty supplying information available directly from tables, charts or graphs, but only about half could draw on them to make inferences. Just over a third could construct a bar chart from data provided in a table.

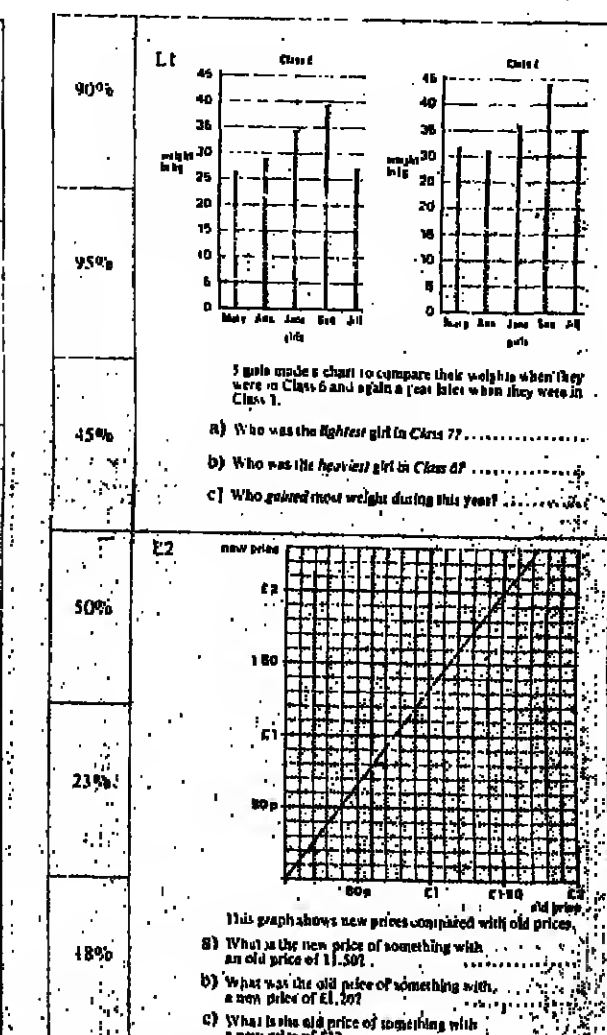
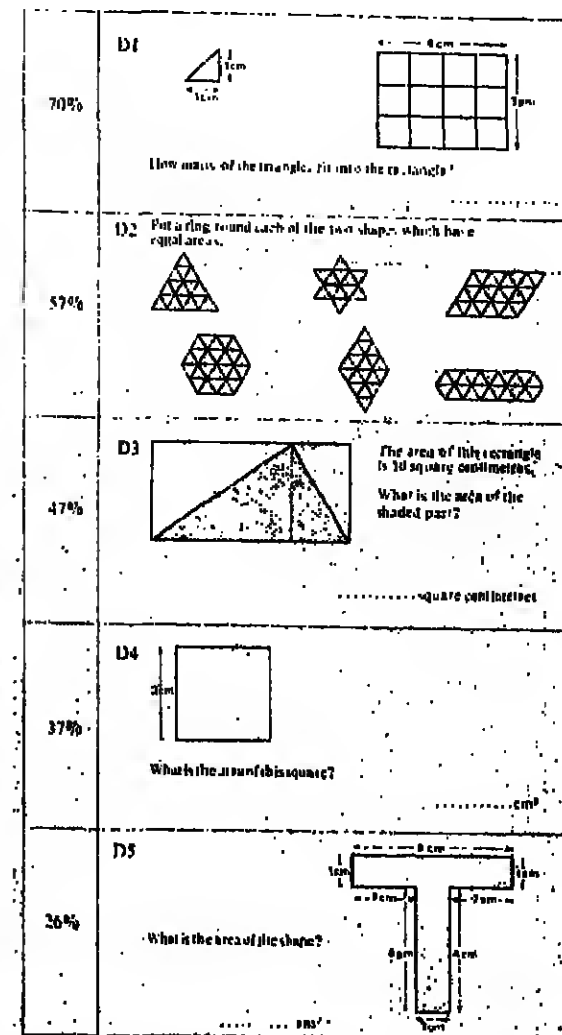
"Averages" caused some difficulty. Only one in five could give the average of 11, 22, 22 and 11. A third could find the total weight of four boys whose average weight was 40 kg, whereas 70 to 80 per cent could multiply 40×6 .

Practical tests

Twelve maths topics were investigated in practical tests. The APU has released details on 6 of them: length, fractions, money change, 3D visualisation, number patterns and mode of computation.

Three quarters could estimate the length of a straight line 13 cm long to within 3 cm. Only five per cent responded with an answer in inches and one boy gave the answer in centimetres.

More than 80 per cent could halve a piece of string, two-thirds could cut off a quarter of the resulting half and 42 per cent named it correctly as one eighth.



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CC/CS

14th January 1980

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Christine Giles
Product Manager

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NEWS

I was forced out, says ex-chief of 'no strikes' union

by Stephen Cohen

Mr James Snowdon, the former chief executive of the Professional Association of Teachers, has accused the union of unprofessional conduct. He claims he was forced to resign by a group of the union's executive members or face instant dismissal.

Mr Snowdon was the top official of the 19,000-strong union for 11 months. He was brought in when the membership was 12,000. The first principle of the association is that its members never strike. It also believes that members who are having trouble at work should be helped and supported before they are dismissed.

The mystery surrounding the fate of the union's chief executive developed shortly after Christmas when it was learned that he had resigned and a replacement was being sought.

His resignation had been a close-kept secret for more than a month, but an interview this week with the TES has revealed the circumstances which forced him to quit.

The story began on December 1 last year when Mr Snowdon arrived at the Derby headquarters of the association to attend a regular meeting of the standing committee, the main subcommittee of the union council.

"I was told by the national chairman and the honorary secretary, without any prior hint or warning that, under any other business, the chairman would propose that I be asked for my immediate resignation or be instantly dismissed."

"I sat through the meeting up to that point, was then asked to leave and, after two hours, was informed that the vote had proved in favour of my dismissal."

"I asked what the reasons were, and these were given. I asked why I had been given no formal or informal warnings of any kind and was told that this was on the advice given to the association."

"I asked both before and after the meeting whether I could speak to the committee and was told I could not."

"I was then told to resign forthwith by signing one ready-prepared letter put in front of me or was informed I would be given a ready-prepared letter of instant dismissal which was placed by its side."

"I asked for time to consult my solicitor. This was refused. I asked for time to consider the matter. This was refused. I asked if I could work out my notice. This was refused. I was told if I was thought to be guilty of any criminal

offence, gross misconduct or immorality to justify such treatment and the honorary secretary, Mr Round, replied: 'Of course not. Things have just not worked out as we had hoped.'

After this continuous pressure, Mr Snowdon signed the resignation letter under protest.

He has started proceedings through an industrial tribunal alleging constructive dismissal. There is some doubt, though, whether his claim can be considered because he has fallen foul of a change in the law.

It used to be the case that anyone with at least six months' employment could seek the verdict of the tribunal. The Conservative Government extended the qualifying period to 12 months. Mr Snowdon was faced with resignation or the sack 11 months after being hired.

He believed the timing was deliberate so that he could not seek compensation. He has been given three months' pay in lieu of notice but cannot claim back the five per cent of his £3,141 a year salary paid in pension contributions.

Mr Snowdon does not have a trade union to represent him. He was a member of the association and paying for his own solicitor.

A number of allegations have been made about him by long-serving members of the union. One claimed that it was a case of the whole office staff resigning if Mr Snowdon did not go. Attempts to have this checked with members of the staff were thwarted by the association's former chief executive, Mr George Bull, who has been brought back from retirement until a successor can be found.

"My instructions are to make no comment," Mr Bull said this week. "The association solicitors have advised me not to talk, and I have passed on this advice to members of the staff." Mr Snowdon countered this allegation. At no time had anyone complained to him about increased tension in the office, he said.

Mr Snowdon has found another job through the help of friends, but he still feels aggrieved at his treatment. "I am pretty sore about it," he said. "It's a pity that the professionalism they were promoting was not shown by themselves."

The P.A.'s line on teachers who do not fit is that their competencies should be assessed every three years to identify areas which need support. Only after evaluation and the right to appeal should anyone be sacked, says a policy document published in October last year, two months before Mr Snowdon left.

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School to work

Leicestershire chops £100,000 from its guidance budget Careers staff cut by a third

Leicestershire Education Committee has decided to cut its career service spending by £100,000 this year. It will mean a reduction of well over a third in the careers staff, some of whom will be sacked.

The careers service cut, by far the biggest yet proposed by any local authority, is part of the plan to slash £6m from the overall education budget.

There is little doubt that it will be approved by the county council, which is keen on saving public money that it has turned down the Department of Employment's offer to provide an additional employment careers officer at Government expense.

The county careers service's present establishment is 83, already about a fifth below the staffing level recommended in the Department of

Employment guidelines, with 4.5 directly funded by the department—the council accepted them before it developed its present attitude about the cut to the Exchequer.

Although the planned cuts represent only a quarter of the careers service budget, the staff reduction will have to be a good deal higher proportionately: this is because the staff cannot be got rid of until the beginning of the school year in September, so that the required saving in salaries will have to be crammed into a part of the financial year.

Mr K. A. Taylor, Leicestershire's first assistant deputy director of education, said this week that it looked as if the staff reduction might be as much as 40 per cent. "We do not expect to be able to make that reduction without some redundancy," he added.

Leicestershire careers department, which serves some of the public schools in the area as well as the county's own schools, has 15,000 leavers a year to advise. Mr Taylor says that its youth employment problems are not as bad as that of some of the other East Midlands authorities, and nowhere as bad as the areas of high unemployment.

Mr Ray Hurst, honorary secretary of the Institute of Careers Officers, said he was shocked to hear of the decision, which seemed to make no sense when Government ministers were talking about the essential role of the careers service and had recently authorised the creation of another batch of directly funded posts in the local careers departments.

Now council joins computer race

Another system has appeared to join the growing competition in computerised careers guidance, this time in Wales. It is thought to be the first to be developed by a local authority without Government help.

South Glamorgan's careers service computer matching system is primarily intended to place young people in jobs rather than provide them with information on career choice, as do the other systems.

Unlike the Leicestershire CASCAID service, which is funded by the Department of Employment, and Edinburgh University's JSC-CAL, which is backed by the Scottish Education Department, the South Glamorgan system is being paid for entirely by the county council. They hope to recover some of the cost by selling the programme to other authorities, even though this will bring them into direct competition with the other systems.

In the Glamorgan system, the employer's requirements are fed into the computer, which sifts through the young people on the Careers Department register to recommend young people who should be sent for interview. It also provides information on suitable vacancies.

South Glamorgan claims that the system will be faster than manual records because it will pick out quickly from the suitable possible candidates those who have been waiting longest for a job.

The system will also be used to present unemployed young people with a detailed choice of the places available in various parts of the Youth Opportunities Programme.

Mr Michael Clark, the county careers officer, says that the service has been under heavy pressure trying to find suitable jobs for the young and supplying employers with the recruits they are looking for. Employers had criticized the delays, which they find hard to understand in view of high youth unemployment.

No information about delinquency, psychiatric records, or home background is fed into the computer, although it may need to be taken into account before a youngster is finally selected for interview.

Although the computer is secure against unauthorized access, we still feel that there is a principle involved," says Mr Clark. "Sensitive information of this kind will continue to be kept in confidential files, which can be consulted by the careers officers when someone is being advised to apply for a sensitive post."

Work-schemes blow for ex-offenders

Young ex-offenders are being told that they cannot join government-funded work schemes direct from prison or probation. They are being made to serve a qualifying six months on the unemployment register like everyone else—even if they were without a job before going into custody.

The ex-offenders have been officially recognized by the Manpower Services Commission as a priority group for the special temporary employment programme, and until recently were being admitted to the scheme as soon as they signed on the register.

The commission has just chosen Miss Vivien Starr, director of the National Association for the Re-employment of Offenders to represent the whole of the voluntary agency sector on the special programmes board which is responsible for the scheme.

Mr George Ruddick, director of Elephant Jobs, which runs a big STEP project in South London, said this week: "We used to be rung

up by bursts and asked if we could find a place for someone about to be released. Now the MSC will only recruit people through the employment service division."

"They are obviously tightening all round: in the past they used to overlook the fact that an applicant for the scheme had spent spells of unemployment, but now they are insisting that there should be six months of completely continuous unemployment before one becomes eligible."

Miss Starr said that she had been aware that the commission had changed its practice, although she knew that there was a general tightening up of STEP criteria. It appeared out of key with the MSC's general attitude towards the special problems of ex-offenders, and might be the result of a misunderstanding by local officials. She said she would take the matter up with the commission's headquarters straight away.

Adult programme demanded

An adult opportunities programme to match the existing programme for school leavers is being called for by the National Association for the Care and Re-employment of Offenders.

Mr Nigel Whiekin, its deputy director, told a conference of Manpower Services Commission officials at Sunderland that every person available for work should have an adult opportunity programme offer. "We need an upward thrust through all the care about scrumming and layabouts and provide something for the more seriously vulnerable people in our society," he added.

NACRO's employment development unit has in the past year developed 600 places in MSC funded projects for ex-offenders, who are among the few categories of unem-

ployed outside the special programme who are still eligible for the Government's special temporary employment programme.

Mr Whiekin said that the scheme had concentrated on young people with a serious criminal record. There were 12,000 young people behind bars and key at any one time, and 18,000 were being sent to prison and detention centres apart from those on remand, young prisoners, and those in "verifiable army".

Offenders were between three and five times more likely to be unemployed than the rest of the population, he added. "The younger who is doing something worthwhile and interesting and paid for it is less likely to be unemployed, bored, and against frustration, boredom, and poverty in mind as well as poverty in fact."

YOP expansion pledge sought

The Government is being asked to offer virtually an open cheque for the Youth Opportunities Programme to expand its scheme to match any rise in youth unemployment.

Proposals by the Manpower Services Commission to increase the capacity of the programme by up to one quarter in order to meet an estimated increase in lever unemployment this year were due to be considered by the Cabinet yesterday. But Youthaid, the national youth employment pressure group, in a letter to the Employment Secretary, Mr James Prior, earlier this week, asked for an assurance that if unemployment exceeds the MSC estimate, the programme will be expanded as much as necessary.

In fact, as the TES has reported, the commission's own confidential submission to the Government, points out that its proposals may

well understate the coming year's unemployment. Youthaid says in its letter that work experience with employers under the programme is widely abused, and that placements are often in non-unionsized establishments where there is no training. They say that the MSC is taking a "wait and see" attitude, and employers will be reluctant to take school leavers on ordinary wages.

Nothing that the MSC predicted 30 per cent increase in lever unemployment by 1982, and a per cent increase in lever unemployment. Youthaid says that if unemployment exceeds the MSC estimate, the programme will be expanded as much as necessary.

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NEWS

Pirates take over as £4m cuts scuttle timetables

Sarah Bayliss reports on the guerrilla warfare which has broken out in Avon over all-change timetables

At the beginning of this term Chris Waddillave, a drama teacher or a Bristol comprehensive, was told he had "lost" half his old classes to other teachers—but had seven new forms to teach.

Two of his original classes were first year forms with 11-year-olds just setting into the 2,000-strong comprehensive. This term the forms were disbanded and the children were spread around the 12 remaining first-year classes; as a result some children have more than a dozen new teachers to face, says Mr Waddillave. "All this only underlines the professional approach to our work and the security of the children at school."

Mr Waddillave said his pupils are among the victims of a great re-arranging exercise which he said teachers in Avon have been forced to carry out since the education committee voted to abolish the teaching posts as part of a £4m savings package. And in several schools, where membership of the National Union of Teachers is strong, they have refused to operate the new timetables.

Mr Waddillave teaches in Harcliffe comprehensive, built on two sites in a working class area of central Bristol. The school has 31 staff last year because of falling numbers and Avon is not replacing another four teachers who left at Christmas.

"It was impossible to lose four teachers and to keep the old timetable," said Mr John Simpson, a teacher at Harcliffe. The new timetable took a deputy head almost six weeks to complete and has changed every teacher's schedule. But 49 teachers out of 108 are members of the NUT, and are refusing to work until the old timetable is restored.

Their action means that almost 700 of the school's 70-minute classes will be lost, and 1,780 have been cancelled. Scores of children go home between the lessons that still exist, and attendance has been hit hard and many children are not bothering to go to school at all.

Harcliffe hit the headlines last week when NUT members sat up in church alleys in three nearby public areas. The teachers' union press campaign, which suggests the cuts are a response to the protests of angry parents. "We feel it is unfair to victimize pupils who always intended to sit up classes for them," said Mary Roddick, a French teacher.

The teachers began by asking Avon's chief education officer, Mr Geoffrey Crump, if they could use school premises for the classes. He took some time before refusing, but NUT officials then visited Mr Harcliffe members to "make sure we knew what we were doing." There was concern that the "pirate" classes might undermine the union's action.

Last week the teachers paid the first £100 bill for the hire of the wider level to now being raised. The teachers have saved a time in the lower exam pupil classes. They too can go to St Augustine's and the Harcliffe Christmas Fellowship for help with school work.

Last Friday morning Jill Baxter, head of the maths department, taught several O level groups and their final year. They sat at tables packed tightly into a room furnished

with a piano and easy chairs. Two CSE pupils were working quietly in a corner. "It seems to be going very well. The pupils are highly motivated because their exams are coming up and they realize how important classes are," she told the TES.

Stuart Sharp, aged 15, a fifth year taking four O levels and three CSEs this summer was on his way back to school with three friends after a class at St Augustine's. "We can understand why the teachers are doing this. But if you've stayed on to pass exams, things are getting a bit mixed up aren't they?" he said. Twelve out of 21 of his classes were cancelled. His friends were worse hit with 19 and 16 classes cancelled.

Mr Simpson has told the teachers he opposes the strike and he told the TES it was "tearing the school apart." He is more concerned that the disruption will prevent parents opting for the school in the future and that the roll will decline further.

But he is not surprised by the NUT's response. There was no consultation with Avon on the teacher cuts; it came as a "diar" from the County Council. "The situation confronting teachers is that ever since we went into Avon in 1974 there has been a series of cuts and reductions in the education budget," he said.

All teachers have strong feelings about the impact of the new timetable on remedial teaching even if they are not taking action. One quarter of all children entering Harcliffe have reading age of nine. Some children cannot tell the time or line up a three digit number with a two digit number for addition.

Since 1974 and the Bullock report, literacy and numeracy programmes have been introduced and the present fourth year was recently tested. One half were found to have a reading age of 17—two years above their actual age. Mr Simpson describes the remedial classes as "extremely successful" but in the new timetable he was forced to double up literacy groups creating classes of 20 rather than 10 and all numeracy groups have been cancelled.

Action against teaching cuts was signalled up throughout Avon this week with nine schools called out on strike from Tuesday to Thursday. About 20 more schools will be called out in the following two weeks. The NUT has told Avon not to let the full-time teachers should be filled in the schools most affected by the cuts.

Avon's response so far has been to tell striking teachers that their pay will be docked. Those teachers of Harcliffe and similarly affected schools will receive their January cheque, but nothing after that. Mr Geoffrey Crump, Avon's education officer, told the TES that the education budget recently announced for 1980-81 showed a "standstill". There would be no more cuts. "We hope that following this announcement people will see the whole thing in a different light—they may feel the situation is not going to be so bad."

The budget, which still has to be rubber-stamped by Avon County Council, does not impose transport charges, maintains the threshold for free school meals and free milk. The most controversial item proposed raising the price of school meals to 50p at the beginning of the autumn term.

A highly-charged meeting of 500 parents took place at Harcliffe school on Monday night with the majority strongly opposed to the NUT's action. Teachers were asked to "at least" limit their action to the level of action in other Avon schools. The chairman of the school board, a former vice-chairman of Oxfordshire L.E.A., but through the examination system.

Green Giant block offered as children's centre

Developers of the controversial "green giant" tower block of Vauxhall, south London, have offered one tenth of the floor space free of charge for a Disneyland-style children's centre.

European Ferries, the company which wants to build the glass skyscraper on the banks of the Thames, has approached Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges and offered him 60,000 sq ft of space to develop a "Children's World".

Mr Platt, one of the education world's entrepreneurs, has been planning an international children's centre to be based in London for some time; indeed, he had persuaded the GLC to find suitable premises.

This week Mr Platt described European Ferries' offer as a "moral victory" which even the GLC would find hard to match.

In a brief to the developers, Mr Platt says the Children's World would incorporate a museum of childhood, a centre for children's art and an "experience" museum. Mr Platt says a large number of local education authorities have already offered him strong support for the museum.

The future hangs on the public inquiry into the 500ft "green giant", originally intended to feature green glass. Community groups, the London borough of Lambeth and the GLC have objected that it would be out of scale with the surrounding area, and would have too much office space.

Mr Bogdanor points out that the Association of Performance Unit is concerned only with national performance, not with the standards of individual pupils or schools. With the ending of the 1-plus there was now no check on school performance, he says. Local authority advisers were supposed to inspect schools but acted instead as purveyors of fashionable ideas.

"What is needed is a restoration of the power and influence of the national inspectorate and the institution of regular and full inspections of schools."

This would not increase bureaucracy, he says. "It should be possible to run down local advisers who, as is apparent, have not done enough to improve standards."

For these inspections to be effective, national agreements were needed on what pupils of different abilities ranges should achieve. There is widespread agreement amongst the vast majority of those who have any practical concern with educational matters that all children should achieve certain standards of literacy and numeracy in their primary schools and that their secondary education should give them at least the rudiments of a foreign language as well as a basic standard of competence in English, mathematics, history, geography and science.

Standards in schools by Vernon Bogdanor, obtainable from Mrs Margaret Smith, NCE, 1 Hinchley Way, Esher, Surrey, price 75 pence.

National basic skills tests proposed

by Bob Doe

National tests in basic skills for every child and more stringent inspections of schools were proposed this week in a pamphlet written by the Oxford academic, Mr Vernon Bogdanor and published by the National Council for Educational Standards.

Mr Bogdanor points out that the Association of Performance Unit is concerned only with national performance, not with the standards of individual pupils or schools. With the ending of the 1-plus there was now no check on school performance, he says. Local authority advisers were supposed to inspect schools but acted instead as purveyors of fashionable ideas.

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OVERSEAS NEWS

Martin Feinstein on the successful infiltration of South African student politics

NUSAS
finds out
who was
BOSS

JOHANNESBURG

South Africa's anti-Government student movements are unlikely ever to be the same again now that the members of the 1973/74 Students' Representative Council at the University of the Witwatersrand and another office-bearer of the National Union of South African Students (NUSAS) have been exposed as agents of either the security police or of the Department of National Security (DONS). They are:

● Arthur McGivern, SRC vice-president, who has confessed to being an agent for DONS, at that time called the Bureau for State Security (BOSS).

● Derek Bruma, nlan vice-president, who blew his cover as a security police lieutenant to testify against fellow students under the Suppression of Communism Act in 1976.

● Craig Williamson, SRC treasurer and a former vice-president and treasurer of NUSAS, revealed as a security police officer, who has confessed to being a security police captain.

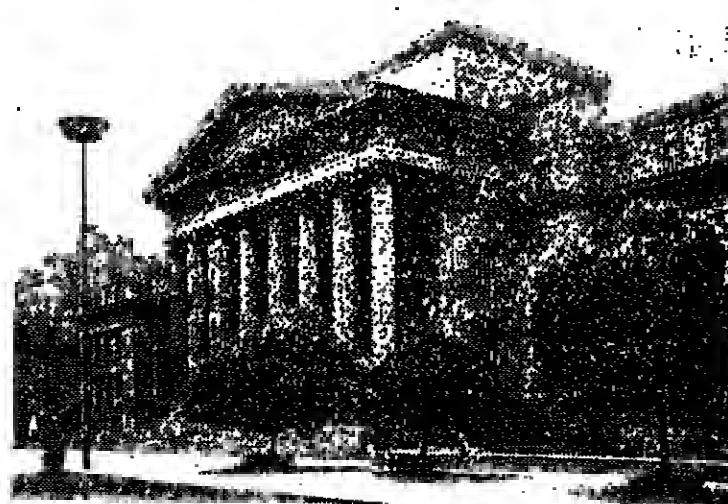
● Keri "Zak" Edwards, former head of the NUSAS Environmental Action Committee (ENVIRAC) and Williamson's paymaster in South Africa, revealed as a DONS agent.

Another member of the same SRC, the late Paul Sarbutt, has been accused of working for DONS by his colleagues of the time. Sarbutt was president of the Conservative South African Federation of English-speaking students, which with its newspaper, *Campus Today*, was reportedly funded by BOSS. He died in a parachute accident in 1978.

These were not ordinary informers. They were at the core of white racial student politics, mostly at Wit, the "pacesetter" university of anti-Government student action, and privy to the most intimate information on the NUSAS executive. They were even instrumental in planning and funding the very activities they then reported on to their superiors.

Potentially the most damaging is Craig Williamson, now in hiding in South Africa after declaring himself to be a security police captain last week. He penetrated the International University Exchange Fund (IUEF) in Geneva which gives grants to southern African student movements and helps black liberation movements. He reported on the Prague-based International Union of Students, the Africa National Congress (ANC), the South African Communist Party (SACP), the International Defence and Aid Fund, the Racialism and Colonialism in South Africa and the United Nations Special Committee against Apartheid, among others.

He went straight to work for the IUEF after "fleeing" the country in 1977 with a Cape Town journalist, Mr Eric Abraham. They arrived



University of the Witwatersrand, Johannesburg: where it all started.

in Botswana, first stop for most South African exiles, without travel documents.

With what he knows about these organisations, particularly about their contacts in South Africa, Williamson could be the star state witness in a new wave of security trials. The police, who say they are still sifting through his information, have heaped praise on Williamson and called his work "invaluable".

Williamson joined the police force at 19, in 1968. Two years later he passed his sergeant's examination. His secret life began in 1971, when he registered at Wit for a B.A. He told his superiors, and was transferred to the security police in 1972. Seven years later he was promoted to captain.

He quickly involved himself in campus and national student politics. In 1975, representing NUSAS overseas, he first came into contact with the ANC, SACP and the IUEF, which asked him to set up links with underground movements in South Africa.

Last week Williamson's SRC president, Mr Glen Moss (who also accused Mr Sarbutt of working for DONS) said there had been reason to suspect the ex-police captain, but no proof. The SRC secretary at the time, Mr Keri Edwards, said Williamson's police background, and the fact that "he was never really political", had raised suspicions.

But for eight years Williamson kept his cover. The few suggestions that reached his colleagues and employers were not enough. Last week he said he had no apologies to make. Of his IUEF operations, he said: "It was not a long, drawn-out, planned operation, I fear. It was an opportunity to do as possible once the opportunity to infiltrate the fund arose."

"I was invited to make an official visit to Prague by the International Union of Students... The information I obtained in this visit of great importance."

Asked to explain how his role as a security policeman fitted in with his statements as a NUSAS officer-bearer—in 1975, for example, he attacked the arrests of demonstrators as "disgraceful" and called for their release—he said he had always made it clear that what he said was NUSAS policy, not his personal view.

Mr Barry Streck, one of Williamson's NUSAS colleagues and now political correspondent for the *East London Daily Dispatch*, remembers him as "a backroom operator". "When things had to be done, Craig Williamson would do them."

When the books of the travel service got into a shambles and he lost money, he was the one who put it right.

"What is remarkable is that he was able to carry out his duties for so long and so successfully. We all knew that he had been in the police force, he had joined the police rather than the National Service."

In the understandable paranoia of student politics he was hardly ideal as a credible, gradually he worked himself as a student politician.

After Williamson left the SRC his main contact was Karl Edwards, who graduated from Rhodes University in 1974. Edwards was an Eastern Cape representative in NUSAS before taking up ENVIRAC. He had also been a policeman with Williamson in Brixton, Johannesburg.

After leaving NUSAS in 1975, set up the Environmental Development Agency (EDA) to help the poor of urban areas. ENVIRAC, but independent of NUSAS, to aid rural development. "In early 1979 he was given a ultimatum to do more work and to leave the SRC or leave the SRC. He left the SRC in April the same year."

Initially, it appears that Williamson and Edwards were paymasters of the activities of the SRC. Williamson vice anti-apartheid campaigner, Ben Schuller, attorney for his Anti-Apartheid Movement's programme, campaigns, mainly in the Newlands.

Edwards, according to South African exiles in Botswana, was Williamson's key man in South Africa. Officials of the South African New Agency, Sana, an anti-Government agency funded by IUEF and run by exiles in Gaborone, said he had also asked them to gather information on people planning to leave the country "so that he could help them".

Edwards then passed this information on to Williamson. He told Fitzgerald that he had a large list of "safe" post office boxes in Johannesburg which he used to communicate with Williamson.

"There are doubtless many more where Williamson and Edwards were front. The vice-chairman of the SRC at the time, Mr Peter G. Hazzell, said about 15 students and academics had told him they had been approached to act as informers."

OVERSEAS NEWS

United States

Jensen says tests fair to minorities
in face of mounting public criticism

Blacks get poorer test scores because of poorer mental abilities, according to the latest book from Professor Arthur Jensen. But many people say the standardized tests, used widely in schools in the USA, are biased against minorities. Clive Cookson reports.

WASHINGTON
Arthur Jensen, the educational psychologist whom the left has loved to hate for at least 10 years, has published a new book entitled *Bias in Mental Testing*. He concludes, in 785 pages of scholarly analysis, that standardized tests are essentially free of bias against blacks and other minority groups and therefore that the lower average scores of black Americans on IQ, scholastic aptitude and achievement tests are attributable to their inferior mental abilities. (In this book Professor Jensen does not discuss his explosive earlier suggestion that the inferiority is mainly genetically determined and can only be blamed partially on the relatively impoverished educational and cultural environment in which most black groups grow up.)

Professor Jensen's spirited defence of standardized tests of mental ability—IQ, scholastic aptitude and achievement tests—appears at a time when testing in the United States is suffering unprecedented public criticism. Although the critics use many different arguments, from the secrecy of the testing organisations to the absurdity of branding young people as failures by their performance on multiple choice tests, one of their most politically powerful weapons is the charge that the tests are culturally biased against racial minorities.

There is certainly no doubt that blacks do perform significantly worse than whites on standardized tests at all levels—intelligence tests for young children, minimum competency tests for high school pupils, college and university entrance examinations. Every published breakdown of test scores by race has shown this.

In December the College Board, sponsor of the Scholastic Aptitude Test (SAT) taken by 1.8 million college entrance candidates each year, revealed publicly for the first time the size of the gap between black and white scores. On the SAT mathematical section in 1977 black whites averaged 358 and 400 respectively, and on the verbal section 449 (each part of the test is marked out of a possible 800 points). This same gap has remained much the same since 1972.

The testing industry and its supporters say that to accuse the tests of cultural bias is to shoot the messenger who brings you bad news. William Turnbull, president of the testing industry, said that the tests were "grossly disproportionate" to the needs of black children in BMR classes "to socio-economic deprivation—poverty, poor health and nutrition, broken families and psychological stress. But the United States Department of Justice, which sided with the plaintiffs (six black children), supplied the court with evidence that blacks were over-represented in BMR classes compared to whites from the same socio-economic background.

Last week California's (black) Superintendent of Public Instruction, Mr Wilson Riley, filed notice of appeal against Peckham's decision. However, the state board of education—which was a co-defendant in the case with Mr Riley—voted six to four against appealing. This year's case will be in California's supreme court (the chief executive of the state department of education) and the board of education (its governing body) are constitutionally separate bodies.

Educational Testing Service (ETS), explained his organization's position succinctly at a recent news conference called to refute a highly critical report on ETS by congressman Ralph Nader and his investigator Allan Nairn.

"Nader and Nairn wrongly blame the tests for showing that minority students are less well prepared in school than majority students," said Mr Turnbull. "The tests do not create the difference, they reveal it. They provide information that is essential if society is to face up to the need for better education for children of poverty. Score differences are not caused by biased language in the tests, as many people have been led to believe—no average of minority students are higher than their mathematics scores. Overall, research has shown clearly that the scores predict college success equally well for minority and majority students. At that age educational deficits aren't made up very quickly."

However last October in San Francisco Judge Robert Peckham concluded on eight-year court battle over the use of IQ tests in elementary schools to assign pupils to classes for the mentally retarded (see TES, October 20, 1978) by ruling that this practice is unconstitutional because it discriminates against blacks. Although Judge Peckham's order forbidding schools to use standardized tests for class assignment applies only to California (and in fact makes permanent a temporary injunction that he issued in 1975) it has been widely reported as a landmark ruling that could have a big impact elsewhere in the United States.

Most school districts outside California still use standardized tests such as Wechsler and Stanford-Binet, together with behavioural and other indicators of impaired learning ability, to choose pupils for special education. The San Francisco ruling is likely to accelerate a trend, which has already been in phase out IQ tests and to control by teachers and psychologists' evaluations of each pupil's performance—if possible in consultation with his or her parents.

After hearing evidence from scores of educators and psychologists on both sides of the issue, Judge Peckham decided that the standard IQ tests were devised for whites, without taking account of the cultural differences of minority groups, and were racially biased. His 10-page final ruling noted that on average black children score 15 points lower than whites of the same age, and the result was that in 20 large Californian school districts black youngsters made up 22.5 per cent of total enrolment and 67.5 per cent of total enrolment in BMR classes. The judge also noted that the "educable mentally retarded" (EMR) Although the state claimed that abnormal pupils benefited from the BMR programme, where they got more individual attention from teachers, the judge said they provided only "a limited dead-end education."

The state's lawyers had a hard time defending its use of IQ tests. They were not, of course, prepared to argue (with Professor Jensen) that blacks might be genetically less intelligent than whites. So they had to attribute what Judge Peckham called the "grossly disproportionate" enrolments of black children in BMR classes "to socio-economic deprivation—poverty, poor health and nutrition, broken families and psychological stress. But the United States Department of Justice, which sided with the plaintiffs (six black children), supplied the court with evidence that blacks were over-represented in BMR classes compared to whites from the same socio-economic background."

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and quite capable of making different decisions. A lawyer in the department of education said some members of the board who disliked the ruling wanted to cut their losses and voted against an appeal on the grounds that defeat in the United States Court of Appeals would have more impact than Peckham's ruling in the district court.

Critics have pointed out innumerable examples of individual items in standardized tests of all types, which they claim to be culturally biased. A favourite example is the "aesthetic comparison" from the Stanford-Binet intelligence scale. The child is shown sketches of three pairs of faces and asked "which one is prettier?" In each case the correct answer has classic Anglo-Saxon features and the ugly face has features common to other racial groups—a wide flat nose in two cases and a hooked nose in the third.

Professor Jensen, who is professor of educational psychology at the University of California, Berkeley, deals with this and other examples of alleged bias in his book *Bias in Mental Testing* (published by the Free Press, New York, at \$29.95). He claims that such "aesthetic criticism" directed at single items "usually backfires" when you look at the statistics. For example he says the "aesthetic comparison" question is in fact the easiest item on the test for black children and only the third easiest for whites.

However, even Professor Jensen believes intelligence and Scholastic Aptitude Tests are abused and

over-used, especially by elementary schools. His new book comes out against the common practice of routinely administering IQ tests to the whole school population. Professor Jensen's critics may also be surprised to hear that he opposes special classes for slow learners (except for the severely handicapped) and he regards streaming by academic ability as "unnecessary and undesirable at the elementary school level" and "irrelevant at the high school level."

One use of group IQ tests which Professor Jensen suggests would be beneficial would be to identify potential academic achievers among disadvantaged minorities. "Group administered tests could be machine scored or scored by a clerical staff not connected with the school, and only the high potential pupils would be identified for the school's use. The rest of the data could be disregarded. High potential pupils who are markedly underachieving scholastically should warrant special attention," he writes.

Like most people in American higher education (see TES, January 4), Professor Jensen wholeheartedly opposes standardized testing for university and college entrance. "It seems safe to say that the use of aptitude tests for college selection has had more beneficial effects for individuals and for society in general, and has been subject to fewer abuses than any other use of tests."

On the other hand he wholeheartedly opposes minimum competency tests for high school graduation. "It appears to me to be an unnecessary stigmatising practice with absolutely no redeeming benefits to individual pupils or to society."

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LETTERS

Why a 1980s handbook would flop

Sir,—On January 20, 1914, Mr J. Clutter Ede, Parliamentary Secretary to the Board of Education, said in the House of Commons second reading debate on the Education Bill: "... there is not one curriculum for every child but that every child must have a separate problem for the teacher."

I hope that no one will say that the State should lay down the curriculum of the schools. In his article "Common core lessons from the class of '37" (January 4) Professor Lawton goes a long way to saying just this. His argument seems to be based on the idea that because there was a Handbook of Suggestions in 1937, which he regarded as a State-imposed curriculum for the late 1930s and the early 1940s, there should be one for the 1980s.

Secondly, he assumes that because the L.E.A.s, from their replies to Circular 1477, do not have a clear view of the future of the school curriculum, schools and teachers do not have one either. He reinforces this implication by unsubstantiated rhetorical phrases

like "cafeteria curriculum", "mathematics middle", and the "responsibility to give access to real science" (whatever that is). However, the Primary and Secondary Surveys, conducted by Her Majesty's Inspectorate, revealed that there was a good measure of agreement in schools about what to teach, and that teachers were doing a good job. The majority of educational problems in our schools are the product of lack of resources, lack of in-service training, lack of time, and a surplus of middle-supplying critical innuendo. There is little to suggest a handbook for the 1980s will do anything to remedy these deficiencies.

It is worth noting that the 1937 Handbook believed that its dictates on mathematics were modern. This raises the issue of curriculum rigidity. By writing "with bated breath" for pronouncements from on high, we fail to notice the work of teachers in professional associations and local groups, giving their energy and time to formulate new approaches and materials, where

they, from their professional viewpoint, perceive the need. It is usually a matter of years before these needs have been explored and by the teachers themselves that they are "discovered" by those outside the profession, including the Department of Education and Science. The right specification to a handbook might well stifle these initiatives and lead to a frustrated teaching profession. On the other hand, a more general descriptive and prescriptive guide would merely reinforce what is already common sense and tell teachers what they already know, without providing the necessary political cutting edge to spearhead their legitimate claims for improved resources to meet the pupils' educational needs.

ALAN EVANS,
Senior Official
Education Department,
National Union of Teachers,
Hamilton House,
Mabledon Place,
London WC1.

Meccano madness

Sir,—Concerning "Meccano shutdown courses O level crisis" (January 18), it is quite unusual for me to see an educational development I agree with and I was pleased to see an O level course in "Control Technology" utilizing Meccano. However, this is threatened by the outrageous and arbitrary shutdown of the Meccano factory. Ironically this news is contained on a page adjacent to an article on "the lost British engineer".

Has no one realized how invaluable a national educational asset is being lost by the disgraceful shutdown of Meccano? This ingenious invention goes back 60 years and must have introduced countless thousands of boys (and their elders) to the basics of engineering.

It should be remarked that it is particularly absurd that Meccano should be thrown away or, present. Meccano is ideal for the building of "Offshore Oil Structures" and also for the various mechanisms in Single Boy Motorings (for offloading from the oil fields).

May I suggest that Meccano be taken over as an engineering educational establishment, or a public subscription of shores be called for?

H. S. BLUSTON,
24 Elm Close, Bedford.

Slangalongamax

Sir,—Judging by Max Morris' "review" of Teacher Strategies, edited by Peter Woods (January 18), we are witnessing a new form of light entertainment—Slangalongamax. Slangalongamax consists of a few jolly clever metaphors; one or two rather witty sneers at the minority group must teachers love to hate—educational sociologists; and some good, old-fashioned, heavy-handed Morris dancing on that thick tide of "jargon" which university academics are alleged to manufacture with consummate ease.

First, in his repetitive onslaught against the so-called "jargon" (which he never distinguishes from "concepts") of academic educational sociologists, Mr Morris quotes from one of the papers in the volume as a "mild example":

"First, in his repetitive onslaught against the so-called 'jargon' (which he never distinguishes from 'concepts') of academic educational sociologists, Mr Morris quotes from one of the papers in the volume as a 'mild example': '... he had only taken the trouble to establish where the author of this quote was employed (this information is available in the book) but would have noticed that the author in question was not one of a 'galaxy of talent from a dozen universities and colleges' but a deputy head teacher of a first school—a little nearer to the chalk face, one would have thought, than

the buttressed bureaucrats at all headquarters."

Secondly, Mr Morris expends dismay that a chapter on humanism is not found. Should we be so largely dismayed that NUT reports contraction and cuts in the school service are not written in a black paper? Writing on humanism in a classroom or otherwise, is meant to be funny. It is intended to document the very important functions and effects of classroom humanism. This is a serious business, not a joke.

Thirdly, Mr Morris attacks findings of so-called "superior research on teachers' professional skills and trade unionism as he thought he does not specify in which respects it is superficial. He appears to be unaware that the "superior research" of the research was as he alleges, that "teachers' views about many different issues but that inequalities in the views arise from various obligations in their job, not least professional union and trade unionism. One Mr Morris's own position as a senior union official one would have thought that such interpretation would demand serious consideration and rigorous argument on part, rather than his dismissal.

ANDY MARGREAVES,
Faculty of Education and Social Science,
The Open University,
Welton Hall,
Milton Keynes.

Getting Kent in perspective

Sir,—You reported the release of a document by the local branch of the NUT in Gravesend in a way which suggested that it was factual, even authoritative (December 21). The truth is that it grossly distorts the situation: and that quite apart from a large element of purely subjective judgment, it contains serious errors of fact. Let me list some.

First, anyone reading the article would think that there were a considerable number of "oversized" infant classes in Gravesend. Let us leave one side the fact that the phrase "oversized" has no legal or formal meaning, but is one entirely invented by the NUT, and take actual figures. In the autumn term there were one class over 35 and relatively few classes over 30, whereas there were 20 classes with under 20 pupils and a further 42 with numbers between 20 and 30.

Secondly, far from cuts in staffing having "gone beyond those needed to cope with falling pupil numbers", there has actually been an improvement in the overall pupil teacher ratio in the Gravesend Division over the past year, both for primary and for secondary schools. There have certainly been no "random cuts to staffing" where individual schools are concerned over numbers at present on roll. Two secondary schools are deficient in permanent accommodation, although staffing levels will alter that position, and in both, temporary accommodation

has been allocated to make up the deficiency.

Finally, so far as books, stationery and apparatus is concerned, the published figures of the Children's Institute of Public Finance at Kent County Council show that only one out of 39 English counties spent more than Kent on each of the pupil, and only four more on each of the secondary pupil. These figures are no allowance for any benefit from a highly effective supply organization. Of course it is free to determine how these sums are spent, and some mistakes may have been made in a particular school, but have not been able to trace such a case.

I think you will see from the points how the so-called "report" by the NUT in Gravesend has been grossly distorted the situation. In the face of six years' continuous loss of rate support (taking us down from 50 pence to 20 pence) Kent has managed to improve its pupil teacher ratio in the face of having to make cuts of £9m in its budget, and again doing so this year, albeit gradually. I think that fact alone should put the charges of the NUT in perspective.

A. J. L. BARNES,
Chairman,
Kent County Council
Education Committee,
Springfield,
Maidstone.

LETTERS

Tough on the jobless

Sir,—The proposal continued in the Government's Social Security Bill to defer the payment of Supplementary Benefit to school and college leavers under the age of 19 who are registering for employment has very serious social and economic consequences. Although the Secretary of State for Social Services has stated that "the main purpose of this change is to redeploy DHSS staff to more useful work", the proposal also helps to emphasize the danger of some Ministers becoming obsessed with what they consider to be large numbers of unemployed people deliberately refusing jobs which they think are available.

So far as young people are concerned and especially those school-leavers with few examination qualifications, it is simply not true, as the Secretary of State told the House of Commons on December 20, that in many parts of the country there are jobs available. To imply also, as the Minister did to the House, that young people should be "mobile" and take the jobs that are on offer unfortunately reflects a lack of adequate regard of the special difficulties facing the least qualified youngsters, many of whom, come from low earning households where this particular proposal will hit hardest.

The Minister's attitude is also worrying in that he falls fully into the trap of the social problems associated with young people aged 16 and 17 leaving home at that age to seek employment, say, in London and the south east which at present has 59 per cent of total vacancies for young people (with 15 per cent of total youth unemployment) compared with 13 per cent of total vacancies in the combined North West, North Wales and Scotland regions, which have 48 per cent of youth unemployment. In no part of the country are there as many vacancies for the least qualified and handicapped young person to obtain employment as in the south east.

It appears that the Government, rightly so, is to continue to pay Supplementary Benefit to those older students leaving courses in higher education. This traditional policy associated with the payment of supplementary benefit assists these students to seek employment and to study, which is part of a sound manpower policy. To withdraw this traditional principle from those school-leavers who have chosen to enter employment rather than proceed to higher education (who would not be in any case accepted for such) is also discriminatory.

There needs to be a more objective recognition of the very grave social and economic problems facing school-leavers in the home counties. Ministers should consider this particular proposal in the light of the evidence linking juvenile crime with unemployment.

What is going to be the position of the thousands of school-leavers (young adults) genuinely seeking jobs but who, because of circumstances beyond their control, will be facing unemployment without direct financial support at a time when pressures on household incomes generally are going to cause much stress and worry to families?

R. HURST,
Corporation Road,
Edgware,
Middlesex.

Unseen selection

Sir,—On December 4 the TES published a report based on an article in the latest edition of Teaching London Kids magazine (available from 40 Hamilton Road, SW19, price 30p plus 15p postage and packing). This dealt with the preferential voluntary schools in London, as compared with county comprehensive schools. The article showed that some voluntary schools have more than their fair share of 11 pupils and very few Band 11 pupils. As an inevitable result



For God's sake, it's nearly closing time, shouldn't you be outside the Red Lion?

Not so much a squeeze

Sir,—Perhaps all statistics should be taken with a pinch of salt, but there is an interesting discrepancy between the figures of "age-participation rate" quoted in the article "Big squeeze on student places expected" (January 18), and the figures in Table three of the DES Statistical Bulletin 16/79 dated December 1979. In the latter, the latest figures relate to 1977-78. They show that between 1973-74 and 1977-78 the percentage of all school-leavers entering degree courses rose from 6.5 per cent to 7.3 per cent. The table quoted by you shows that the percentage of under-21 home entrants to Higher Education in relation to total 18-year-olds fell from 14.0 per cent to 12.7 per cent in the same period.

It is likely that the discrepancy is accounted for by the drop of entries from school leavers into teacher training courses from 2.3 per cent in 1973-74 to 0.5 per cent in 1977-78. Presumably "Higher Education" in the table you quote must cover "Teacher training courses", i.e. non-degree courses with one A level entry.

School leavers with one A level may have found "other courses", where the DES table shows a rise over the period from 5.4 per cent to 6.0 per cent. School leavers with two A levels who previously came in the teacher training courses category are more likely to be in the degree course category.

Do not these figures put in doubt the belief that the age-participation rate in degree courses is in decline? Is not much of the reduction in the age-participation rate in the table shown in the table you quoted accounted for by the double effect of fewer teacher training places and the loss to school-leavers of a one A level route into HE?

A. ROWLAND-JONES,
Vice-Principal,
Cambridgeshire College
of Arts and Technology.

Paul Johnson's rough justice

Sir,—If I understand Mr Johnson correctly ("Platform", January 18), he wants an education system in which some schools have highly qualified staff, small classes, plentiful funding and a selective intake, while other schools have poorly qualified staff, large classes, pitiful funding and an intake produced by the kind of "natural" selection that always governs the intake of such schools.

This is "variety". With a vengeance!

Blind to the real evidence

Sir,—With reference to Paul Johnson's "Rabelais hated it, Loyola loved it" (January 18) Hooke's law of elasticity applies to materials as well as to the human intellect. Elastic materials stretched beyond their limits of elasticity begin to show signs of permanent deformation. Paul Johnson's intellect, with due respect, stretched beyond its limits by the complexities of human problems is showing signs of severe buckling under the strain.

To refer to a "carefully orchestrated character assassination" of

Mr Johnson should take heart: it is precisely this kind of variety that characterizes our existing educational institutions, and all the signs are that things can only get more "various". But how disingenuous of him to suggest that this arrangement has anything to do with his other declared value: equality of opportunity! RICHARD JEFFERIES,
Holston Road,
Park North,
Swindon,
Wiltshire.

the late Cyril Burt, and a "vicious campaign" against Burt's uncritical appraisal of evidence is concerned Johnson has pulled the blinds down and coiled it a day! DR. TITO MENESIS,
Briar Avenue,
London, SW16.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or omit them if necessary.



Are your children as good as gold?

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COURSES

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Braithay Hall, Ambleside, will be running two MLTB approved courses this year on: 29th March-5th April 5th April-12th April

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A SYSTEMATIC APPROACH TO TIMETABLING

The Local Government Operational Research Unit presents a series of six 2-day courses with high practical content for secondary school administrators. The emphasis will be on learning through experience.

To be held:
March 4-5 London
March 6-7 Birmingham
March 11-12 Bristol
8.30 am to 4.30 pm daily.
Fee: £65 plus VAT. Reductions for LGORU members and block booking.
For details please write to Course Secretary, LGORU, 201 King's Road, Reading, Berks RG1 2AB.

People

Mr D. C. N. Hudson, former head of Powall Hall, Winslow, Cheshire, is to be the new headmaster of Shrewsbury House preparatory school in Shropshire.



Mr Denis Felsenstein has been appointed Inner London's new staff inspector for secondary schools. He is at present divisional inspector in the authority's division two, covering Westminster and Camden. Formerly he was deputy head of the Jewish Free School, Camden, and in 1970 became head of Brunke House School, Hackney.

Miss Marguerite Weller, one of the great old ladies of the girls' education world, died earlier this month at the age of 85. She was president of the Association of Assistant Mistresses from 1946 to 1947 and taught history at St. Saviour's and St. Olave's Girls' School, Southwark, for 42 years.

Ms Vivien Stern, director of the National Association for the Care and Rehabilitation of Offenders, has been appointed to the Manpower Services Commission. She will represent the interests of voluntary organisations on the MSC's Special Programmes Board. NACRO has made good use of the commission's facilities. Last January it set up an Employment Development Unit, financed by the Home Office, by which more than 600 offenders were sent on YOP and STEL schemes.

Mr Nicholas Bennett, Conservative leader of Lewisham Council and a co-opted member of the ILHA, has been appointed senior master at Chelchurch School, Chatham, Kent, with special responsibility for staff development. Two weeks ago he was expelled from the National Association of Schoolmasters-Union of Women Teachers for not taking part in the union's five-hour day dispute last year. His new job at Chatham is thought to be the first appointment of his kind.

Professor Angela M. Harvey and Dr Ann Robinson are to be part-time members of the Equal Opportunities Commission. Professor Harvey is Professor of Industrial Relations at Strathclyde Business School, Strathclyde University, and acts as an arbitrator for ACAS. Dr Robinson is a lecturer in politics at University College, Cardiff.

Mr Malcolm Deane, aged 43, is the new principal of Hackney College, one of Inner London's largest general colleges with 11,000 students. He was formerly vice-principal of South East London College.

Mr Clive Grimwood, 35, formerly deputy head of Harfield Campus, Sheffield, is the new head of Dunraven School, a 1,000-strong mixed comprehensive in South London.

Mr Rodney Usher, 37, former head of Pimlico School, London, last term.

Mr Edward Riches, 53, a former pupil and teacher at Beaufort School, Lambeth, South London, was made its headmaster last term. Mr Freddie Moss retired after seven years as head of Beaufort, a purpose-built secondary boys school with 1,100 pupils.

Professor Uriel Tal, professor of modern history at Tel Aviv University, has taken up a three-year fellowship in Holocaust Studies at Oxford University.

Mr Vincent Chapman, secretary of the College of Preceptors, has retired after 30 years. During the 1950s he rebuilt the college's reputation and developed examinations.



Karen Anglis (pictured above with her coach) is believed to be the youngest roller skating coach in Britain. Karen, aged 12, goes to school in Tottenham, London, where she lives, and teaches roller skating 16 hours a week, travelling 30 miles a week to do so. She has already a number of the Federation of Roller Skating Coaches.

He was responsible for the college in-service training programme for headteachers and in 1971 presented the DES and Durham to receive the college's diploma as a deputy equivalent. He is succeeded by Mr Peter Daniels, former administrative officer of Mid-Kent College.



Miss Patricia Lancaster, head of Wycombe Abbey School, is the new president of the GSE School Association. Miss Lancaster, an arts graduate of London University, began her teaching career at Mary's School, Colne, and gained her first headship 18 years ago at St. Michael's, Peterborough.

Mr Graham Clarke, deputy head of West Greenwich School, is the new head of Samuel Pegg School, Bexley, in South London where he started his teaching career 23 years ago. He takes over from Mr Nigel Clend who has a new post in the shire.



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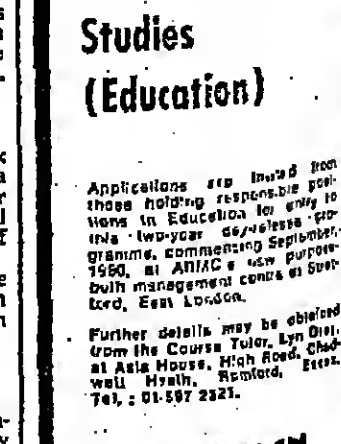
COURSES

Applications are invited from those holding responsible positions in Education for entry to the two-year certificate programme, commencing September 1980, at ARMC's new postgraduate management centre at Southend, Essex.

Further details may be obtained from the Course Tutor, Lyn Day at Aids House, High Road, Chesham, Bucks HP8 4ET. Tel: 01895 2221.

People

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'If it was really intended that women should attain more power, how would we change education?'

Valerie Hannon questions whether education for sexual equality is really desired by those in charge of schools

trained less, paid less, and promoted less; for the majority, their "liberal arts" education fails even to give them the tools to articulate personal or political protest.

It would be foolish and intellectually anachronistic to assert that schooling alone is responsible. A complete analysis must be grounded in terms of the relationship between the education system, the means and social relations of production, class and sex: it is impossible here to approach such an attempt. I suggest, however, that it is a valuable exercise to consider what might be done with, and through, the compulsory schooling process if radical change was genuinely desired.

We have seen that the DES authors of the Green Paper have taken the problem to be one of girls' choices: they continue to choose arts subjects rather than sciences; caring, clean jobs rather than technical, dirty ones. To make sense of such "choices" one needs to consider the context in which they take place.

One needs, as a resource, more than the statistical information regarding exam performance, subject choice and the rest. These need to be combined, in a way which permits of generalisation, with first-hand accounts of the gender-differentiated experience of schooling.

Victims have always recognized their impotence; social activists (particularly in education) have been slower to do so. These are now beginning to appear: studies such as Ann-Marie Wolpe's 1977 paper *Some Processes in Sexist Education*, and Sue Sharpe's book *Just Like a Girl* are of enormous value.

It is fashionable at late to point to the power of the "hidden curriculum", but I intend looking at the "explicit curriculum" or what Lawton has called the "selection from the culture of a society".

It would, of course, be absurd to suggest that the educational process was the only factor involved in creating and maintaining the relative powerlessness of certain groups. However, whatever perspective is adopted to analyse existing inequalities, the importance of education (both in its function of transmitting the dominant ideology and in skill—and de-skilling—people for certain roles) must be acknowledged, even if the precise relationship is the subject of controversy. Therefore, if the powerlessness which characterizes the educational, economic and social position of women as a group has not been related to features of the education system, then it is because we have not been attending to the right features.

I do not propose to enter into the debate about the desirability or otherwise of equipping women to participate in a stratified, competitive society. My purpose is to raise the question: if it was really intended that women should attain more power, how would we change education?

A profile of women's powerlessness can be constructed by looking at some of the available statistics on women. The fates and fortunes of males and females become increasingly divergent as they progress through the educational system and into working life. The outcome of the schooling process continues to be a sexually segregated workforce in which women are

I do this for three reasons.

First, I believe, our potential to change the "hidden curriculum"—defined as, say, the unintended consequences of the planned educational experience—is in fact very slight. Second, the explicit curriculum is the subject of increasing educational debate heralding the end, perhaps, of official approval for teacher-initiated curriculum development. Third, it is important to pose the question: "who gets taught what and why?" Which selection from the culture is made?

As Michael F. D. Young remarks in *Knowledge and Control*: "We have had virtually no theoretical perspectives or research to suggest how curricula, which are no less social inventions than political parties or new towns, arise, persist and change, and what the social interests and values involved might be."

If it really is the case, as asserted by the HMI's in their working paper *Curriculum 11-16*, that schools through the curriculum are concerned with the "growth, confidence and independence" of pupils, how should we account for the fact that sex itself so rarely appears on the curriculum in its own right? Occasionally, it is incorporated into biology or religious studies. Yet the growth (and repression) of sexuality pervades the school experience, as the work of Wolpe and Sharpe and of McRobbie in her study *Working Class Girls and the Culture of Femininity* demonstrates.

Sharpe describes how the girls in her study experienced a stricter social control than their brothers, exerted by their parents out of fear for their sexual safety. This is a fear which few females brought up in this society can avoid learning. If we were genuinely concerned, through the curriculum, with "growth, confidence

and independence", would we not equip girls with knowledge of their own developing sexual response, and of effective contraception?

The non-aggressive martial arts, like aikido, provide methods of effective self-defence which do not depend upon physical strength and stature. While rape and sexual assault persist in our "brutally sexist" society, and continue as a feature of girls' commonsense knowledge of the world, it would seem sensible that their physical education should equip them to deal with the problem.

To return to the question of subject choice, we are asking a curious thing of girls in telling them to become scientists, "makers of the world", technologists, when, simultaneously, they learn to be afraid to walk down a street alone at night, or to experiment with their own bodies for pleasure.

For girls to become a more powerful group, they must be given some understanding of females' past powerlessness. The curriculum needs to be considered from this point of view. It is now a commonplace that "history" generally renders women invisible. The work of historians like Liddington and Norris in *One Hand Tied Behind Us*, and of Rowbotham in *Hidden from History*, is beginning (but only beginning) to redress the balance. Very little material has yet filtered through for schoolroom use, beyond accounts of the women's suffrage movement.

Similarly, in other subjects like English literature, social studies, art, biology and—where it is taught—psychology, there is a need to examine what girls are learning about women's abilities and potential, and therefore what they should (realistically) expect for themselves. Some attention should be paid to the content of what is taught rather than the context, partly because official ideology (or conventional wisdom) stresses the importance of "attitudes"—as though these were more malleable—in contrast to the curriculum itself, which by implication is given, "factual", unselected.

This should not be interpreted as a proposal for Women's Studies to be grafted on to the curriculum as another "subject": rather it is the suggestion that a radical reappraisal of the whole curriculum might reveal to what extent girls are taught a social identity at odds with that to which it is said they should aspire. For they learn that women are unachieving and passive; onlookers rather than agents.

I have called into question how seriously education for sexual equality is desired: this should not preclude, however, some discussion of possible mechanisms for change if it were in fact wished. Much of the curricular analysis which I have suggested a desirable depends upon the production by researchers, academics, textbook writers and others of resource and materials which present viable alternatives.

Little could be achieved without a massive effort in the in-service training of teachers such as has been mounted in the United States and, to a certain extent, in Sweden. Whatever might be the constraints in patriarchal, capitalist societies upon equality programmes such as these, they at least provide some evidence of serious intent.

Valerie Hannon was formerly head of the education section of the Equal Opportunities Commission and is now a Research Fellow in Socio-Legal Studies at Sheffield University.

This article is an extract from an essay in *Education and Equality*, edited by David Rubinstein, published jointly yesterday by Penguin (£2.50), and Harper and Row (hardback, £7.95) and reviewed on page 23.

My complaint is that there's too much discrimination and not enough sex...



features

Dig where you stand

Ken Worpole looks back on the growth of local alternative groups and institutions during the 1970s, and considers how schools might respond to changes in their community

State education is inevitably determined by national political perspectives and priorities, but it would be foolhardy for individual schools to ignore the changing patterns in local politics which was such a feature of the 1970s.

In Hackney, for example, where I live, the Trades Council recently called a meeting to coordinate the local campaign against public spending cuts, and found themselves writing to well over 500 community, ethnic, tenants and trade union groups in the borough.

That such a geographically small area, with a declining population which has recently dropped below 200,000, can yet sustain more than 500 voluntary, self-organized local groups, is a concrete example of the changing political forms of society. The growth of "community politics", like the growth of the women's movement, is one of the most visible developments of the past decade.

Defections from two other political traditions have fuelled this new local political culture. Many people towards the end of the 1960s became disillusioned with electoral politics, whose highest moment of activity happened every third or fifth year with the addressing of envelopes. The collapse of the revolutionary possibilities of 1968 turned others back to the continuous, day-to-day organizing of local campaigns. "Dig where you stand" became the new text.

Out of this grew the long-term politics of creating and maintaining alternative institutions: bookshops, cafés, wholefood shops, women's aid centres, playgroups, nurseries, housing co-ops, law centres, youth projects, feminist education projects, alternative local newspapers, local publishing initiatives and resource centres. The 1970s was a more politically creative decade than many people seem to realize, and the educational implications of this changing local political ecology are exciting.

The new local politics has developed its own educational form—the "workshop". It was in 1969 that ex-committee of 100 activists in Notting Hill started a community play programme which became the famous Notting Hill Community Workshop, a network of play schemes and evening activities which grew into a powerful housing and anti-motorway lobby in the area. In the same year the Women's Liberation Workshop was formed in London, and after the first national women's conference a year later, workshops were started in many towns and cities.



Above and right: The Bookplace in Peckham, one of the lost community projects to emerge during the 1970s.

In the late 1960s also, Ruskin College created a continuing History Workshop which proposed new ways of revitalizing local history. Ideas which were taken up and developed in a number of different places. More recently we have seen the growth of writers' workshops and theatre workshops in various parts of the country.

All these developments have clearly influenced both the nature of what is taught in schools and how it is taught. Few secondary schools, I would have thought, have been able to remain immune to the real achievements of this new political culture.

"Girls" and "Boys", as a classification, no longer solves every problem of timetabling or careers programme. School history finds that young people will tape recorders can get excited about the past by talking to local people. Young writers are looking for more than a teacher's comment or a grading when they have completed a substantial piece of work, or a collection of poems.

In all of these cases, many young people, although still at school, are aware of what is going on in the local "alternative" institutions, and may be active in them themselves.

In the early days of these local initiatives, there was considerable hostility towards them from local councils, who resented the idea that anyone else might think of better ways of providing and managing local recreational cultural and welfare facilities. They claimed to have

the mandate for the job.

Yet as it has become clearer that most local political parties function in only the most desultory ways, often on a very small electoral mandate, with perhaps a small majority of a 20 per cent poll, many councils have now turned to the networks of community organizations in order to seek advice.

Individuals and organizations, denounced as extremist or bizarre in their ideas and projects five years ago, now attend meetings in town hall executive rooms, with tea and biscuits, as partners in the democratic planning of the future.

The changes in the local political culture of many towns and inner-city areas have been marked by many such ironies over the past decade.

The tremendous voluntary spirit of the community projects has largely prevented the social fabric of many inner-city areas from disintegrating, and thus precipitating the "crisis of capitalism" that many of the community activists, wearing other political hats, had foretold.

A more bitter irony has been that such enormous energies have been invested in reactivating increasingly introspective working class and cosmopolitan communities, by creating a variety of new facilities—a bookshop perhaps, or a partisan cinema or theatre—that this has unwittingly made such areas suddenly attractive to middle class house buyers dedicated to the politics of consumption.

Then there is the ironic spectacle of several senior Conservative ministers trying to quieten the noisy racism of the most recent party conference by reminding the audience that the one hope for the inner-city areas, in their view, is the recent presence of Asian businessmen, who are the only new sources of capital to arrive here since the war.

It is interesting that hardly any of those who have taken the road of local politics have chosen the electoral "socialism in one borough" model of the famous "Red" Bolognini in Italy, although there were obviously historical precedents nearer home with the examples of the confident Labour/Communist councils of the 1920s and 1930s in Essex, London, Clydeside and the Rhondda Valley towns.

The defeat of the Clay Cross claim for local autonomy deterred many, and the only other recent attempt to produce a radical approach to the local economy, by Wensworth Council with its policy statement *Prosperity or Slump? The Future of Wensworth's Economy* of 1976, was

abandoned when the Conservatives won the local elections in 1978.

There have, of course, been a number of state initiatives on the declining economies and morale of inner-city areas: a series of different programmes to combat deprivation have been tried by successive governments in the past decade with very little success. But that is surprising.

While the Home Office pushes additional funds and resources in the direction of the inner-city areas, another government department, concerned with regional development, is urging firms to relocate the cities in favour of green sites and new towns. One single industrial grant for £148m, to Ford for a new British engine plant, for example, was more than the whole annual budget for an inner-city programme.

After the early Utopian hopes for community politics at the beginning of the 1970s, there is now a much more open realism. Serious analytical work has started, with Cynthia Cackburn's *Local State*, published in 1977, being a pioneering study of the structural forces at work in local politics. Since then there has been important work done by the Political Economy Collective of the Community Development Projects and published recently in a handbook, *The State and the Local Economy*.

The women's movement has recently produced an imaginative statement on the possibilities and practicalities of autonomous socialist politics. *Beyond the Fragments* by Sheila J. Latham, Lyn Segal and Hilary W. Wright, has upset several apple-carts in the Labour Party. It is a detailed critique received ideas on the absolute necessity for a Leninist vanguard party, and argues for the creative socialism of new institutions and new relationships, most of which clearly would have totally transformed the local basis.

The recent emphasis on self-help movements has coincided with a rediscovery of the ideals and forms of the co-operative movement. A large part of the worth economic programme was based on initiating worker co-operatives. The existing local institutions like nurseries, community centres, and theatre groups have democratized themselves to working collectives.

Only a passing phase? I don't think so. Many of the so-called alternative institutions of the early 1970s, particularly bookshops, theatre groups and local publishing initiatives, have survived surprisingly well, to become accepted features of the local landscape.

Many of them, for example, have survived in spite of the fact that the New Left Clubs of the late 1960s, which enjoy such a venerable reputation in the cultural history of the left.

More certain is that the inner-city areas have not yet further displaced economic erosion. There are large gaps in the economic life of the inner-city areas, and the new technology, which offers the most promising alternative to the traditional industries now in decline.



Fortunately some sections of the left, for a change, are keeping pace with the social economic and political developments in the changing economies of the local state. There are now trade union clubs, trade union combine committees and Labour councils who are at least keeping up to date with technological developments, which is more than can be said for some in the labour movement at ministerial or TUC general council level.

The question is, are schools to wait on central government thinking before they

begin to respond to these critical problems of the rapidly changing local economy? For all these changes profoundly affect the relationship of the school with its community, or part of this changing local economic and political culture. If the pattern of local work, unemployment and leisure is to change, should not the schools—through the parents, teachers and students—be involved in understanding and directing these changes?

If job creation schemes, and other similar programmes, are going to become a permanent feature of the local

economy, should not their different aims and procedures be part of the school curriculum? If there are going to be more jobs in independent initiatives, like nurseries, building co-operatives, and various new forms of producer co-operatives, neither state-run nor commercially run, neither fish nor fowl, then the important issues of work relationships and self-management need to be raised, and better still rehearsed, while the students are still at school.

For if capitalism can no longer provide for the future of the children in our schools, then neither can state socialism.

visited his icy dissatisfaction on one boy after another. It was as if the sky had fallen. Even when angry, Buller was unfailingly courteous; but it was a courtesy that cut like a knife. Rudeness might have been much more comfortable. . . . I was wondering about the cause of it all when I found Buller at my side. He turned his back on the class and whispered: "They are good lads, aren't they? I've been very lucky, you know. I've had some good forms but this one would take some beating. . . . We need to tighten up now and then. Does it all end. I do this once or twice a term. I'll let them have another few minutes of it, and then you can give them that lesson you've prepared. Shall I look at your notes?"

It was a lesson on how to calculate the volume of a cone. My notes were marked by the usual squeamish division of the topic into passages timed with absurd exactitude, and by the usual nervous attempt to conform to the sequence of steps laid down, as essential for those acquiring knowledge, by Johann Friedrich Herbart: Preparation, Presentation, Formulation and Application. Buller looked up expressively from the notebook, but I could guess at the steps his own thoughts had been following: Divergence, Rejection, Polite Dissimulation.

I stood petrified myself while Buller

An involvement in the local political culture and economy is the first step towards working out some form of interim set of social relationships and modes of production and distribution which might provide us with the key to the larger economy.

School students in London have been out on the streets with thousands of adult workers protesting against the cuts. What are their schools suggesting as an alternative?

Ken Worpole was a member of 'Centerprise Community Project' in Hackney.

Then he called for a boy to fetch, from a cupboard, an assortment of wooden solids. The class warily returned to life. "I shouldn't, you know," said Buller, "bother with your notes. Why not just talk round these things?" I was amazed by them—I'd not seen such a set since we'd used one at school, nearly twenty years before, as the material of drawing lessons. I knew how to give a sketch of a cone some faintly plausible quality of roundness—but, mathematically, its transformation from an abstract object to a real one threw me. I was even more cruelly thrown by the various cubes, cylinders, pyramids and spheres. Mercifully, Buller himself took part in the lesson: he could sense where a gap began to yawn in my maths, and did not leave it yawning. "I enjoyed that," I told him afterwards. "Learned a lot." "They did, too," he said, grinning. Then he added words that, when I really began to teach, I was always recalling. "What matters, you know," he said, "is not 'What shall I teach?' What matters is 'Shall I teach?'"

These extracts are taken from *A Nest of Teachers*, published yesterday by Hamish Hamilton (£6.95), and reviewed by H. C. Dent on page 24.

A gifted conservative

On his last teaching practice during his emergency training as a teacher in the late 1940s,

Edward Blishen received 'an unexpected bonus', by the name of Buller

I hadn't at all liked him on my preliminary visit. He would, he said firmly, stay in the room while I taught. My optional subject was English? Then he very much hoped I liked English. Keen on versifying himself: approached it through a discussion of the technicalities. "Why deprive them of knowing about spondee and dactyls and trochees?" My heart sank. How could this happen so blatantly in an English classroom, when no man in a room where Art was taught, in such a school, would dream of approaching the work through a discussion of chiaroscuro and tempera and basso rilievo? Buller

seemed to assume that I had no ideas of my own. Of course I was the student and he was the teacher. But should he not, out of ordinary courtesy, have asked me how I would approach versifying in the classroom?

And when the experience began, how different he was! Or rather, how very much the same! The difference lay in my understanding of him. Buller was the first magically gifted conservative teacher I'd ever observed. He was tall, in a rather helpless way: that is, his limbs seemed to have grown longer than he'd ever intended, and there were parts of them he

appeared never to have claimed. So his trousers, and the sleeves of his jacket, were distinctly too short. There was a clumsy impression of wrists and ankles he'd not consented to cover. His face, like his name, was that of some nineteenth century field-marshal, a hawk's face, complete with a moustache that was a sort of military encampment on that large, even, war-like surface. But look twice, and you saw humour and subtlety, the possibility of deep and unusual smiles.

Buller taught hard: gently and humorously so. His class, of last year boys, was relaxed: I was later to realize, remark-

ably relaxed. "Don't," Buller warned me, "regard this as a magic phenomenon. It is an old struggle." He was, I was to discover, characteristically not a character of this school: a very not, I was to discover, characteristic of many schools. The rule was, for example, that during any break boys must be in the playground, unless there was a man in their classroom. All teachers but Buller rushed to the staff room: it was where they yearned to be. Buller stayed among the boys. Partly this may have been because an old pupil had gone to war in a famous brewery, which had the price of sending a pot of yeast, free, weekly, to any who wished to receive it.

addicted to yeast. The eating of it in the breath, very strongly—merely eating the lid on a potful causes an explosion not to everyone's taste. At some time or other I think Buller might have advised that he was—he and his pot-yeast were—not welcome in the staff room. But I think he might have stayed in his classroom, anyway. He had introduced a comfortable armchair into it, surely, an official issue, and there he sat, at times and dinners and conversations after school, a field-marshal conversing in a snare, with boys milling round him. Buller, in fact, was a conservative

who'd have engaged in crime, anarchy, all sorts of unrespectability and (he would have said) "mere socialism" to secure the interest of his boys. "This is the atmosphere I like to create for them—like a common room," he told me once when morning school was over, and boys were wandering about the room, talking. And on the same occasion: "I like the atmosphere to be as like that of a home as possible." Buller was, after all, no gentleman engaged in slumming—talking of common rooms. The common room was a home.

Early on during that practice I took, in his presence, a lesson on current affairs. He sat writing while I talked, much to my surprise, and with none of his ability to continue their thoughtful response—of the outside world, as if it were inexorably inside, and foreign to them. I was amazed as I did so. Buller's gift was to state anything, almost any subject matter, in the world's grandest affairs, to his rough-and-ready fourteen-year-olds. I think it was at the end of my awkward performance, a silent lesson, for my benefit, when he took from a box a Daily Mirror and turned the pages as he asked his question. Why do you read a newspaper, then, Fred? Fred slugged and groaned with

his sense of the impossibility of answering this immense question. All the same, since old Buller asked it, he brought his attention to the elusive, hopeless idea of an answer. What struck me especially was that Buller gave no hint that he himself was a non-Mirror reader. Conservative, gentlemanly, he totally lacked condescension.

As for me, I realized that I had been talking to the class exactly as if they'd been readers of *The Times*. . . . I came in one morning and thought I was in the wrong room. There was an athenian silence: Buller was pacing up and down, unsmiling. His firm was sitting so still it might have been dead: whenever Buller halted in his pacing, it became improbably still. "And Jenkins", said Buller, to a boy he'd never in my hearing called anything but Jack. "Your face is not clean. I doubt very much if you've washed this morning. You may remember one of my rules about that?" "You don't have people in the room who haven't washed," mumbled Jenkins. "Don't care for mumbled," said Buller coldly. "Would you like to say that again?" The well-begone Jack said it again, as audible as a leading article. Then he left the room, bound for a washbasin.

I stood petrified myself while Buller

features



Michael Alrawaha

arts

dancers as the basis of their movements. It sounds as if it could create great problems of balance for the dancers, without corresponding rewards for the audience. Steve Paine's two performances with L. Nelson will attract all eyes.

Umbrella's first week probably illustrates fairly what we can expect from the rest: controversy work from one (Puxton); self-indulgence from another (Nelson Siskin); establishment music (L.C. choreography from another (Ingerd Lonnroth); and just occasionally something really to sit and watch (Jane Dudley's original and eccentric *Six Little Pieces*). A genre or two may be the price the public will probably measure up to, vixen.

arts

When the Hollywood studios were at their peak, from the Thirties to the Fifties, they were like Renaissance city states. Behind the high walls, built to prevent other studios from stealing their ideas, they were a law unto themselves, with their own police forces, doctors, schools and banks. It was common for a studio to be dominated by one family. They were great cultural patrons, calling upon talent from all over America and Europe, with a huge, immeasurable and insatiable cultural influence upon the world. Like the Renaissance inventors, the movie moguls wielded great power with little responsibility.

There were five main studios in Hollywood — Metro-Goldwyn-Mayer, Paramount, Twentieth Century-Fox, Warner Brothers and RKO Radio City. Of which MGM was the largest, richest and most prolific. To acknowledge the contribution that MGM have made to the history of cinema, the National Film Theatre are today launching their most ambitious season ever. Spread over eight months, it will explore the whole range of the studio's activities in five sections: the stars, the directors (in two parts), the musicals and a special tribute to Gretna Green.

It is difficult to grasp the extent of MGM as it height. Based at Culver City, its who reached out over 29 sound stages and included an artificial lake fed by an artificial river and a real forest. It housed the largest staff of all the studios, with a regular contingent of 20 directors, 75 writers and over 250 contracted actors. This led to the extravagant publicity line that MGM employed — "more stars than there are in the heavens".

This was the Hollywood studio as dream factory. Driving the machine to the peak of efficiency was the studio's first vice-president and general manager, Louis B. Mayer, who took home, in 1924, a salary of \$1,500 a week, not counting the bonus of 10 per cent share in the company's profits. He supervised the combination of the three previous studios into the greatest fantasy production line ever built.

His deputy was the sickly Irving Thalberg, an erratic genius whose title, defined as "supervisor, manager and generally control the manufacture of all pictures". While Mayer dictated the limits of grand finance and morality, and personally chose the unknown actors who would be elevated to stardom, Thalberg kept strict control over film production. He had a rare gift for choosing storylines and, sweeping aside all notions of artistic integrity, happily directed the recruiting of a con-



Decline and fall of the dream factory

Nicholas Wapshott on M-G-M

pleted film. His motto was "Film isn't made, it's remade".

This interference has led to a confusion for film historians, who are unable to determine exactly what a director's original intentions were. And yet Thalberg often indulged the artistic pretensions of his directors and MGM collected together an extraordinary team of film makers, happy to put up with Thalberg's final veto in exchange for the benefits of a huge budget and the unequalled expertise of the MGM technicians. Among them were Erich von Stroheim—whose seventh-hour epic, *Greed*, was cruelly truncated by Thalberg—Clarence Brown, King Vidor, Ernst Lubitsch, Hal Roach, Cecil B. DeMille and George Cukor.

In the first 12 years of MGM's existence, until Thalberg's premature death in 1936, the team of Mayer and Thalberg produced 550 films, reaching a peak of 53 in the year 1928-29. This output was main-

tained by a ruthless exploitation of the contracted staff. Actors, writers and technicians were expected to work on several films simultaneously, a demanding regime which wrecked many, particularly actors, beyond endurance to become dependent upon drink or drugs. Corporate possession of stars meant rigid discipline. Actors who misbehaved were punished by holding back work from them. But, again, the actors were willing to put up with these indignities to reap the benefits of worldwide fame and high salaries. MGM made their own stars and their efficient application of the system gave them a unique pool of talent.

During a studio birthday celebration in 1941, Mayer sat surrounded by his galaxy. They included James Stewart, Katharine Hepburn, Greer Garson, Mickey Rooney, William Powell, Spencer Tracy, Walter Pidgeon, Gene Kelly, Robert Taylor, June Allyson, Gladys Cooper and

the headliners Tommy Dorsey and Harry James. Judy Garland was absent, on tour, and Lana Turner, Charles Laughton and Clark Gable were in the armed forces. Some from the studio at that time were Greta Garbo, Jean Harlow, Elizabeth Taylor, Joan Crawford, Myrna Loy, Jennifer Macdonald, the Marx Brothers and Laurel and Hardy.

After Thalberg's death, Mayer reigned alone, presiding over the studio's ten most successful years. He operated a hard-nosed paternalistic system. His autocratic rule led to general resentment from the studio's staff and the unlimited money went to his head. When, at one of the extravagant birthday parties Mayer threw for himself every year, Perry Como ended "Happy Birthday" with a pointed expletive, he was speaking on behalf of all the assembled company. (As a punishment, Mayer ordered that Como did not work for any film company for four years.) But this internal tension was kept

hidden from the public. It created an extraordinary climate for producing successful films. MGM was distinctive in its approach to musicals, their extravagance and the films made for the woman. The appearance of the MGM trademark, a lion, poking its head through a curtain of stars, heralded for their audience a cinematic conception of entertainment.

The musicals stretch back to *Brandy and the Cuckoo* (1934), Thalberg's *My Little Girl* (1935), the Mickey Rooney and Judy Garland cycle, often directed by Berkeley, to the post-war musicals, directed by Allan Minnelli, and the Gene Kelly-Mayer's desire to lead the family entertainment and to "create" young stars to concentrate on film.

Child actors, who included Taylor, in *National Velvet* (1944), Barbra Streisand, in *Barbra Streisand* (1968), and Garland, in *Of Mice and Men* (1939), are a fine example of the MGM tendency to demonstrate the studio's power towards critics, such as that of *Ben-Hur*, both of which won Academy and the Pulitzer Prize.

After the war, however, studio appeared to suffer of confidence. The type of entertainment expected by the audience was not as easily satisfied as before and the studio's reputation for the quality of its product began to be a productive aim, after a long period in 1951, he resigned. In 1952, came a financial anti-monopoly law which forced the film company to sell off its assets. MGM was ordered to divest its cinema chain.

Without guaranteed studio could no longer do as it pleased and vary the type of films with confidence. The certainty of distribution by the company returned to them. Risk taking and the studio's reputation for the quality of its product began to be a productive aim, after a long period in 1951, he resigned. In 1952, came a financial anti-monopoly law which forced the film company to sell off its assets. MGM was ordered to divest its cinema chain.

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Derek Brewer on two controversial Chaucer studies

Chaucer's Knight: The Portrait of a Medieval Mercenary. By Terry Jones. Weidenfeld and Nicolson £8.95, 297 77565 9.

Chaucer, Langland and the Creative Imagination. By David Aers. Routledge and Kegan Paul £9.75, 7100 0351 X.

Here are two interesting books which have a great merit of discussing Chaucer and (in Dr Aers's case Langland as well) in modern and controversial terms. It becomes more and more clear that the fourteenth is the crucial medieval century of our culture, and also one which today we find it easy to respond to.

Mr Jones, as one would expect from his association with Monty Python, writes with admirable verve, and the insight of a successful novelist. He also writes as an entirely serious and responsible historian of the period and one must welcome the originality and effectiveness of a non-professional. His book has the authentic excitement of research. He also writes as a novelist, and his handling of the list of battles in Chaucer's *Portrait of the Knight in The General Prologue* is surprisingly dull and *The Knight's Tale* duller, he assumed that we lacked some knowledge of the time, but he is wrong.

He carefully examines contemporary records and comes to the conclusion that every battle was a chivalrous disaster. He points out that the Knight's career was unlike that of any of Chaucer's friends, and argues that he was one of an increasingly large number of brilliant mercenaries, of whom the leading example was the English Sir John Hawkwood, a celebrated Italian mercenary general actually visited Chaucer. The praise of the Knight must be ironic because he

is a travesty of true chivalry. Mr Jones then reads *The Knight's Tale* in this light and claims that much is lost. This is less original but still responds to a real and interesting toughness in the *Tale* which is often overlooked.



The Knight, one of John Lawrence's wood engravings from "The Road to Canterbury": Tales from Chaucer, retold by Ian Serraillier (Kestrel £3.25)

The portrait of the Knight is, however, the shock, and Mr Jones quotes some striking evidence which will end for fuller discussions. The attitude to women is, for example, whether or not they express a brutal male chauvinism, can be matched in *The Man of Law's Tale*.

Dr Aers also takes an historical perspective, but much less specific examples. His references are to developing economic individualism to markets and commodities, to the history, or at any rate the historians, of ideas. He argues that both Langland and Chaucer accept question in various ways, traditional beliefs, attitudes, institutions. They respond to a complex developing historical situation and are not always at one with themselves, or with the world they perceive, and are sometimes inconsistent or incoherent in their works. Their

The Knight is a Christian frontiersman ideal, not typical. For his slaughter of the infidel cumprano Smeaton's vassal on Iceland, the Spaniards in Peru, or Muslims in the Russians in Afghanistan. Of course there were dissonant voices, but no certainty that here Chaucer was one. The earlier French poet Mauchant takes the knightly conqueror of Alexander, Robert of Cyprus, whom some contemporaries condemned, as his Christian hero. He refers to foreign knights (i.e. "mercenary") sometimes with praise, sometimes with blame. Among Petrarch's followers Machiavelli singles out an English knight, Robert Rous, for special praise, "for, pussions, et estous, Et en ormes prous et legiers" (SBR3-4).

The word mercenary begs the question. Profit unmixed goes with honour in the world. So one might argue in detail about the word. Mr Jones does not take into account that it is probable that the *Tale* was written before the Knight was thought of as his teller. It does not express his character. It has typically Chaucerian multiple points of view. The attitudes to women in it, for example, whether or not they express a brutal male chauvinism, can be matched in *The Man of Law's Tale*.

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groanings as poets lies rather in their "new" responses than in their old. They are therefore fascinatingly untypical, full of problems, tensions and anxieties, and anti-authoritarian, anti-war, anti-nationalist, in favour of sexuality, women and history.

Chaucer, with his concern for women's position in society turns out, again, to have all the attitudes of the modern literary intellectual, while Langland does his best to acquire them. This is basically less original than the rather laborious modernistic style in which it is conveyed, but full of interesting observations.

Langland is painfully aware of the gulf between his concept of how life should be lived and the actualities of behaviour, and he has a particular concern with concepts of poverty, the state of the church, etc. It is similarly true that Chaucer is often detached, and has a remarkably wide range of sympathy with what I (but not Dr Aers) would refer to as the unofficial culture. Chaucer's attitude to women is, for example, whether or not they express a brutal male chauvinism, can be matched in *The Man of Law's Tale*.

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current now, and as if Chaucer's characters (e.g. Thessus) had had an opportunity, which they must be condemned for not taking, of behaving according to the standards of our most progressive liberal humanists. Dr Aers makes much of what he calls Chaucer's "reflexivity" by which he means relativism of values—certainly a modern virtue, or at least ideal. Yet in his argument Dr Aers himself is not at all "reflexive", but as much imbued with zeal for truth and righteousness as Langland himself, and far more so than Chaucer, as Dr Aers rightly sees, in most of his works.

Dr Aers's endless use of the word "ideology" is another example of this logically self-defeating if natural relationship. It is a barbarous though doubtless unintentional misrepresentation constantly to refer to Langland's hard-won and often rationally held but passionate beliefs as "his favoured ideology". "Ideology" implies a mixture of relativism, arbitrariness and imperialism from outside which deny that search for truth which must be at the core of every honest person's thinking, and is certainly in Langland's poem. Its use even undermines the critic, since he too, can only be allowed an "ideology", a conditioned, conditional and further paradox—thus as purely subjective, as that of anyone else. The concept of objective truth is sometimes said to be merely a bourgeois conceit. Langland, though not a bourgeois, would not have believed that, and fortunately, to judge from his generous partisanship, neither does Dr Aers. The study of Chaucer in schools is often very mechanical. Both these books, whether or not one agrees with them, make for a stimulating engagement with his work and with Langland's, in untypically modern terms, and both deserve commendation.

In a philosophical Eden

Vernon Bogdanor on the notion of equality

Education and Equality. Edited by David Rubinstein. Penguin £2.50, 14 08 0813 2.

Equality is the dominating idea of our times. It plays the same central role in contemporary politics as liberty did in the nineteenth century. Yet equality, more than any other political concept is so porous as to admit to a wide range of meanings. Anyone who undertakes to write about equality, therefore, has to say something to tell us what an egalitarian society would look like, and how it might be achieved.

Unfortunately, the contributors to *Education and Equality* live in a philosophical Garden of Eden. They approach the complex philosophical and sociological questions in a spirit of blissful ignorance, and if only they should loudly enough, the difficulties will go away. One contributor, for example, would like to abolish "elite institutions for those over eighteen", and to replace them with "a comprehensive egalitarian curriculum"; yet what is the use of such ritual incantations to the hard-pressed policy-maker. What, for example, does "a comprehensive egalitarian curriculum" mean? For advanced mathematics or physics, and how are we to recognize when we see it?

Education and Equality suffers from the fact that its contributors are unable to make clear precisely what it is they are talking about. It is hardly more successful in the grip of the complexity of social affairs. Indeed the chapters by Howard Gardner and A. H. Halsey stand almost alone in their awareness of the difficulty of treating ideological wishes into action.

The essential fact about twentieth-century history is that egalitarian policies have failed—liberal politicians have failed to achieve an adequate theory of learning. They failed to see that the major determinants of educational attainments were not schoolmasters, but social situations, not curriculum but motivation, not formal access to the school but support in the family and the community.

And far Dr Glendonster the stark fact is that "Broadly, the results of both British and the larger-scale American work suggest that, within the normal range of spending, extra resources contribute very little to raising pupils' attainments and, therefore, to equalising them."

If the experience of the seventies has any lesson at all for us, it is surely the deep intractability of social problems and their imperviousness to simple solutions. Yet many of the contributors display a touching faith in the impact of their own brand of beneficence as a solvent for social ills. Is sex discrimination a problem? Then cure it by reforming the curriculum so that it can be based upon "women's interests". Is streaming harmful? Then abandon the subject-dominated curriculum, since "with a two or four-period day, and all the elements of the curriculum taught simultaneously to whole or half-year groups... the question of unstreaming becomes something of a non-issue".

The contributors are all agreed that the defects of education can be put right only by "government", and by that they mean central government. It is according to Guy Neave, who nicely dismisses a whole tradition of thought with a non-sequitur, diversity "is an ideological shibboleth for retaining badly equipped schools". On the contrary, without a diversified system many of the experiments applauded by the contributors such as the village colleges of Henry Morris—would have come into existence at all. But, as Dr Toqueville noticed 150 years ago, universal acceptance of the idea that public action can bring about equality leads to the notion of government as "a sole, simple, providential and creative power".

The consequence must be the undermining of those intermediate institutions lying between the individual and the state, institutions which can dissolve rapidly in the crucible of experience. It is because they hold

a mistaken view of education that it is natural for the contributors to sneer at middle-class reformers who sought to grapple with real problems but genuinely succeeded in encouraging educational advances.

According to Mr Rubinstein in the past "the education of working-class children was not intended primarily to benefit them and enrich their lives, but rather to carry through an ulterior social strategy". So much for the ideals of Kay-Shuttleworth, Forster and Morant. It was, moreover, "the trade unions who pushed for cases for an elementary education in the mid and late nineteenth century", but we are not told that it was the governments of Gladstone and Lord Salisbury which actually implemented these reforms. The contributors are so much concerned with the "educational movement" that they exclude all but the mythical heroes of Mr Rubinstein's working-class movement.

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Faintly supercilious

The Hitch-hiker's Guide to the Galaxy is back on the air for its second series. It went out every evening last week on Radio 4 at 10.30 and is being repeated on Sundays. Repeatedly it has been welcomed back by its fans with the same sort of enthusiasm as was once felt for the *Goon Show* and *Hancock's Half-hour* in what now seems the Elizabethan age of radio comedy.

One can see *The Hitch-hiker's* appeal. It has a godless sense of the faintly ridiculous which is very winning. And it makes excellent use of its freedom to roam space and time. But it is hardly surprising that the following is mainly, it seems, among the very young. One imagines the archetypal *Hitch-hiker* enthusiast as a pleasant, intelligent schoolboy or girl in the academic dream of the O level year, listening in his

bedroom after doing his homework and swapping the plot twists and jokes next day with his friends.

The humour seems influenced by Monty Python, though it is gentler and simpler. Perhaps it has merely grown out of the same soil. It includes frequent reminders of childhood. There are debts to, among others, A. A. Milne and Jerome K. Jerome. *Nervin*, the computer, could be living in the boggy place in the 100 acre wood, grumbling at life's injustices and everyone's lack of consideration for his welfare and feelings in precisely Eeyore's tone of lugubrious irony. Arthur Dent and Ford Prefect could be the protagonists of a novel called *Two Men in a Spaceship*.

But the most important source of *The Hitch-hiker's* comedy, as of Monty Python's, is the "intelligent"

English schoolchild's particular sense of surreal, whimsical fun. The notion of laughing at a computer's quest to discover why a human being likes "dried leaves in boiling water" (that is, tea) and finally coming up with the answer that it is because he is "a monkey with bad taste" fills one with nostalgia for far-off, carefree days. One of the strongest elements in the programmes is "the Book", which tends to contain writing that is not found elsewhere. It is excellently read by Peter Jones, who faintly supercilious tone seems just right.

Whatever reservations one may have about *Hitch-hiker's Guide to the Galaxy*, it must be welcomed as making full use of radio's advantages as a medium. That cannot be said for a great deal else on the air.

Frances Hill

Emotive form

Symbolism. By Robert Goldwater. Allan Lane £12.95, 7139 1047 X.

What do Van Gogh, Seurat, Pissarro, Chavannes and Gustave Moreau have in common? Ask anyone interested in modern art this question and their reaction will almost certainly indicate that it is not they who are being put on the spot but you. Can't you see that Van Gogh and Seurat reformulated painting while Pissarro and Moreau were essentially conservative? Nineteenth-century painters? When the group to include Fernand Léger, Matisse, Odilon Redon and Gauguin and the reaction will be the same. However much Pissarro, Moreau and their like influenced or were admired by the innovators the form of their work remained academic.

The problem is that we are about as conditioned in our expectations of art now as they were 100 years ago, however different our attitude might be. We give preference to formal considerations which they chose subject and meaning. These few artists at the end of the nineteenth century who lived their growing awareness of the emotive effects of form we have cast to the role of heroes and the rest we have tried to ignore. Too few of them, however, have refused in certain ignored; they have paralleled our own attention for one reason or another and then more seriously. Under the inadequate umbrella of Symbolism they have appeared together in several exhibitions and even more books during the past decade.

Unfortunately, in spite of all the increased coverage, there has been no really adequate definition of the functionalism of the Bauhaus, so he was moving away from painting as though "coloured light was projected on to a screen and other lights superimposed on it to the use of light itself in abstract sculpture, and light-reflecting sculpture.

The influence of the Bauhaus and its emphasis on the need to blend art and technology, to create a design which was aesthetically and mechanically perfect, was to colour the whole of Moholy-Nagy's subsequent career, taking him to England in 1935 with Gropius and then in 1937 to Chicago where he co-founded the Bauhaus and its descendant, the Institute of Design.

Victoria Neumark

Mixed-media man

Laszlo Moholy-Nagy JCA until February 10, then touring until May 17.

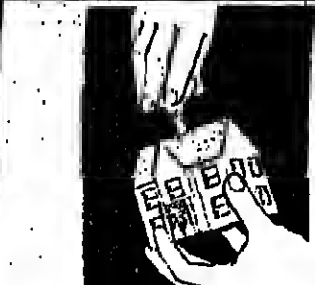
"Neither painting nor photography, the motion pictures or life display can any longer be separated from one another. Though he worked in painting, metal, film, print and even produced a kind of light show, his

real concern was the unification of all of these resources in a celebration of what he called in an early poem "the old Gesamtkunstwerk". Perhaps this idea was more compelling than Moholy-Nagy's powers to execute it; at any rate there seems something a little stiff and formal and awkwardly empty in many of these geometric canvases and sculptures—the power of the Cubists to dissect without any of their analysis of movement.

As the title of that early poem, "Love and the Dilettante Artist" indicated, Moholy-Nagy was not one to be bound to any one mode of expression. As he moved away from the Dadaists and Constructivists to

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A touch of greatness

Victoria Neumark on Jawaharlal Nehru

Jawaharlal Nehru: A Biography Volume 2: 1947-1956. By Sarvepalli Gopal. Cape £15.00, 224 01621 0.

"Running the government as a competent business concern is not the whole of the picture" remarked Nehru in 1952. Certainly the eloquence, passion and idealism that Nehru brought to the art of government are far more human and inspiring qualities than the politics of statistics which are current today. Yet, as the second volume of Sarvepalli Gopal's excellent biography suggests, Nehru was frequently handicapped by the limitations of his virtues.

Throughout his career, Nehru regularly walked out or threatened to walk out of the Congress Party. Sometimes it was out of a deep despair at the intractability of the problems facing the new rulers of India: the communal and linguistic tensions which simmered beneath the surface and all but exploded in 1955-56 as they had in 1947-48, the flourishing weed of corruption among his own colleagues, and of course and always the vast economic backwardness of the country. Sometimes, perhaps, a more personal conflict would intrude itself, such as the difficulty of maintaining his affectionate regard for Krishna Menon while castigating Menon's ever more volatile handling of international affairs.

That poetic streak which infused so many of Nehru's speeches with unforgettable phrases—and which makes this biography a joy to read for its extensive and unprecedented quotation—meant that though intensely political he could never be merely politic. He must keep up ever standards of behaviour: he would cry whether against or providing assurances for policemen on duty. A native candour ensured that he never over-estimated his gifts, confessing once to Deshmukh, "I wish, C. D., that I was a clerk" and as when the witty Chou En Lai out-guessed him in their talks (1953-54) or the Russians convinced him that their society was a vision of the future, he could always bounce back, unafraid that he might be too naive because he was a clerk. He was "closer and franker" his commitment firm and his objectives consistent.

Not only the progress of a united India but the advance to world peace came to occupy him more and more in the 1950s and the lessons he learnt from meeting with the leaders of great powers had as pro-



Indian stamp issued in 1964 in memory of Nehru

found a personal effect as his earlier struggles within the Congress Party. The world is a difficult place to live in wherever we might be, and life becomes more and more complicated with its unending problems. If we are fortunate, we can sometimes feel the fragrance of it and some glimpses of reality.

During 1947-56 Nehru steered India through the crisis over Kashmir, the Korean War, the first invasion of Tibet, the grouping of the non-aligned powers and the subsequent melting of the cold war at the Geneva Conference in 1955, followed swiftly by the appropriation of Suez and the invasion of Hungary in 1956. His reputation as a statesman of integrity and wisdom grew so that Winston Churchill dubbed him the "Light of Asia". Journalists lauded him as having more than a touch of greatness. Too many more himself towards socialism and constantly feeling patronised by the West, he established most friendly relations with the Soviet Union, though managling to remain within a Commonwealth which still contained Pakistan. As a consequence of this, Dear Acheson considered him "the most difficult man with whom I have had to deal" yet Nehru's handling of the "outbreak of peace" following the Korean War made him a leader of the Third World.

Within the country, Nehru's prestige was even greater, but his achievements more ambiguous. Striving ever towards an ideal of democratic socialism, he legislated a pattern of community projects and a programme of training skilled workers (1953)—yet these were drops in the ocean. His refusal to sacrifice advantage to dignity and for example, nationalize industry

continued from previous page

offer alternative focuses of loyalty to the state, and therefore serve to limit its power.

These egalitarian ideas can therefore easily be made to yield totalitarian implications, and indeed two of the contributors—Nigal Grant on education in the USSR and Eastern Europe, and Peter Meuser on education in China—were clearly oblivious of the true nature of totalitarianism. Professor Grant achieves the considerable feat of discussing Soviet nationalities policy without mentioning the mass deportations of Estonians, Volga Germans and Crimean Tatars, and he is merely mumbled about the officially inspired anti-Semitism which antedates Soviet educational policy.

Mr Meuser waxed lyrical about China which is "ahead of us in buying a unified plan and the courage to experiment with ways of achieving it", and where "Production teams on communes are encouraged to hold daily discussions on local national and international events". But he does not explain what meaning such discussion can have in a society imprisoned by

thought control; or does he discuss China's denial of educational equality to, and indeed active persecution of, Tibetans and Buddhists—two odd contrasts with the other essays which go on or length about the sins of British imperialism, racism, and the "brutal sexism" of British society.

Of course, the contributors to *Educational and Equality* are in general too well meaning to be sympathetic to totalitarianism, and the kind of society which they advocate would, in practice, be inefficient and muddled, rather than dictatorial. Fortunately the variety of egalitarianism offered here is so contrary to the robust realism which has generally characterized British educational practice—a realism rooted in the actual aspirations of those seeking improvement—that there is little chance of such a form of equality ever coming about. Nevertheless these essays persuade one again of the wisdom of Kant's remark that inequality is a "rich source of much that is evil, but also of everything that is good".

Vernon Bogdanor

Prime of life

H. C. Dent on Edward Blisshen

A Nest of Teachers. An Autobiography. By Edward Blisshen. Hamish Hamilton £6.95, 241 01445 X.

Edward Blisshen's autobiography is a perpetual surprise: you never know what his next move will be. His first book, *Running the House*, now over a quarter of a century old, described (and only in the form of fiction) some of his experiences as a teacher in secondary schools in the early 1950s. There followed several other episodes, but it was not until 1978 that he went back to the beginning, and told the story of his childhood and adolescence, and most poignantly of his love-hate relationship with his father.

That book, *Sorry, Dad*, covered 15 years, and left Blisshen, at the age of 19, a cub reporter on a local paper, in the full flush of calf love, and facing the outbreak of the 1939-45 war.

A Nest of Teachers takes up the tale 10 years later. Between the two books lie "five war-time years on the land" three years as a "qualified teacher" and a further year as a "qualified teacher" and a further year as a "qualified teacher".

This is the Edward Blisshen that we readers of his books know: well, diffident, self-dubbing, irreverent, self-reproachful, not always with due cause. But in what he tells in A Nest of Teachers there is enough to reduce any but the blindest of us to a state of "I didn't know he was very un-

lucky in the training college, in the schools to which he was sent for teaching practice, those in which he served as a teacher during the war, and in the summer term in which he was a qualified teacher.

Merely, there are two running sides by side in A Nest of Teachers, one as idyllic as the other is depressing. By itself, the description of the emergency college, the "college of the future" (as it could have been in the hands of a more idealistic and less cynical head, and the emergency colleges that all or most of the teachers were down-to-earth, practical, and in the end, a half-illuminated book-learned and crude strong-arm method. Admittedly, there were no young to be taught, and the later years of the war (in one of which Blisshen was his training), when a better staff had left for the front, and the quality of the teaching was not on the whole as in the earlier years. In general the emergency colleges were down-to-earth, practical, and in the end, a half-illuminated book-learned and crude strong-arm method.

"Only Kate's cheerfulness saved my gloom". The Blisshen at home is, apart from self-dubbing, as the above, read. He was lucky, with a wife fully supporting him, and he needed it, and the book is born to them during the war, an endless delight to them. Would that they had been with those felicitous phrases of which Blisshen is master. Let's hope we shall in volumes yet to come after all, another 20 or so still to describe.

Decisions in motley

Stephen Ball

Teacher Decision-Making in the Classroom: A Collection of Papers edited by John Eggleston. Routledge and Kegan Paul £8.50, 7100 0171 1.

Books of readings are difficult to review. So many authors under the one cover, the impossibility of saying anything about all of them, the tediousness and incoherence of picking out just a few. These problems are exacerbated in this particular instance by the fact that not only are the readings variable in their quality, focus and purpose but also the collection is interdisciplinary.

Professor Eggleston has brought together, out of a series of working group meetings funded by the Social Science Research Council, the work of sociologists, social psychologists, psychologists, and educationalists, and a highly eclectic and interdisciplinary collection. Beyond this basic disciplinary mixture there are also important perspective differences within the largest single group of contributors, the sociologists: Interactionists, phenomenologists, and Marxist and Neo-Marxist perspectives are represented.

There are obvious difficulties in trying to bring any coherence to such a motley collection of contributors and the coherence that Professor Eggleston finally presents in his introduction will not always be easy for the reader to replicate. Nonetheless, for those interested in the question of teacher decision-making, there is a good deal of valuable insight in the collection as a whole, and in particular those involved in teacher training or in the design and provision of in-service courses for teachers will find much here that should concern them.

All the papers draw attention to the constraints and determinations which bear upon teachers' decision-making in the classroom. First, there are those constraints which arise out of the immediacy of lessons, causing errors and subjecting lesson preparation. They find the teachers' stress associated with pupils' challenging teachers

authority and teachers' own constraints.

Second, several papers in the collection that deal with the constraints that teachers face in their own classrooms, the form of the curriculum, the system of assessment, the professional skills of the teachers, and the professional skills of the pupils. Decisions about these issues are made in the most cursory way, and are often based on tradition and habit, and are not always in the best interests of the pupils.

Third, teaching takes place in a hierarchical, institutionalized context. Teachers have to make decisions about their own practice, but they must, to a greater or lesser degree, "follow the line" and submit to the decisions of the school hierarchy. This is particularly true of the teachers' sex and of the teachers' age, as well as of the particular educational philosophy or pedagogical style (e.g. A.S.).

Fourth, teaching takes place in a context of constraints and determinations which derive from the social structure in which the school is embedded and in particular from the economic function of the school. The school is a social institution, and its decisions are made in the context of the social structure in which it is embedded. This is particularly true of the teachers' sex and of the teachers' age, as well as of the particular educational philosophy or pedagogical style (e.g. A.S.).

Any kind of teacher training or in-service course for teachers will find much here that should concern them. All the papers draw attention to the constraints and determinations which bear upon teachers' decision-making in the classroom. First, there are those constraints which arise out of the immediacy of lessons, causing errors and subjecting lesson preparation. They find the teachers' stress associated with pupils' challenging teachers

Children's literature

Paradise on trust

Peter Fanning

Spaceship in Paradise. By Stanley Watts. Keats £3.25, 7226 5594 0. The Blue Aura. By Hugh Walters. Faber £4.75, 571 11423 7. Under the Mountain. By Maurice Gee. Oxford University Press £3.25, 19 558040 0.

It's a nice idea at the start of the decade to suppose there may be Gaudies in space; and the planet you land on might be much better than the one you left behind. Spaceship in Paradise is a sci-fi pastiche which illustrates the baser elements of the human mind. Dedicated to C. S. Lewis, it evokes the message and imitates the style of Narnia. It borrows Perelandra (Paradise) from Lewis's Voyage to Venus.

One may well commend the aim of the parable, told in a crude, straightforward way; but the lack of conviction and adequate detail makes Perelandra seem as bland as a breath of smoke (compare C. S. Lewis's epic description). We are left to take refuge in trust.

Angels appear in The Blue Aura too. This time Paradise comes to man, UFOs come floating in and set up camp in the German Underground Hospital in Gurney, Hugh Walters sets off with what seems like a rough and ready adventure story. Set for a slightly vulgar style (10 plus), the style is hearty and bores an ever readiness for empirical lines.

When it's not being brash or quasi-literary, the narrative is grip-

ping. The astronauts in search of the UFO suspect its kind intentions. But the pace holds up when a Innatic general threatens to blow the whole island to pieces. Add to this mixture a Fleet Street hack—extraneous, unprincipled and wholly unbelieveable—and you have a fast-moving plot that cuts from scene to scene with cinematic precision.

But he fails to convince when he tries to deduce a moral from his two-dimensional world. Angels the UFOs may be—and we may very well be rotten to the core; but the magical conversion to the Innatic general road like a gimcrack conjuring trick; and the disappearance of his hell-bent bomb makes even the fourth dimension creak. Jesus Christ died after all; the missiles they aimed at him didn't just vanish.

Under the Mountain is work an technicians but strong on conviction. "He puzzled about the scientific explanation. How was a thing like this done? What were the rules? What indeed?" It hardly seems to matter in this New Zealand version of The Dark is Rising. The dark force here is the Willpower, "people of mud who compute and multiply"; giant grey slugs who plan to reduce the universe to mud; very gruesome and absurd. "The light" is an old man and two identical twins (the mortals) who are "magnetic poles" and finally drive the slugs to their ruin.

This is indeed a thrilling book, with tension of a much less plastic kind. The odd chases leave me bolstered and bewildered and there might have been scope for judicious editing. But the extra dimension provides an endless world of possibility: from telepathy to telepathy a trippy dream world; the computer science is convincing and rough and ready. The final episode is a bit over-the-top, when the technicians are flung into the two volcanoes of Auckland, echoes for mutants? Lord of the Rings but carries a magic conviction of its own.

Paperbacks

Celebration of mankind

Mary Jane Drummond

Humankind. By Peter Forb. Granada £2.95, 586 08344 8.

The inside of Humankind is very much better than the outside would give you any reason to hope. The front cover shows a naked man, a black one, and a white one, both looking upwards out of something that looks like a badly fried egg, but questionable remarks about the state of anthropology and the social sciences. But the book itself is a very calm and thorough piece of work, which surveys contemporary civilization from an evolutionary point of view, and comes to surprisingly optimistic conclusions: "This is not an obituary for our species, but a celebration of it."

The celebration takes the form of a review of various departments of the human sciences. Inevitably, some sections are more rewarding than others. The chapters devoted to "The Mind and the Environment" are the weakest, and those on "Humankind in the social network" the strongest. But the success of the book as a whole, is largely due to the efficiency with which Peter Forb has collected topics and controversies from the vast literature he is surveying. The footnotes and references alone would make a good introduction to any number of sociological and anthropological issues.

The only reservations to be made are minor ones. There are some curious side-effects of the author's methodology: the discussion of social class, for example, will seem distinctly lopsided to English readers, because it is almost exclusively concerned with the perspective of status in American society. However, tea-

chers will be interested to learn that in the United States of America, the average teacher is ranked higher in prestige than a novelist or an undertaker (who are both above average), but lower than a dentist, banker, or airline pilot. There are a few other compensations for Peter Forb's American perspective, notably a witty exploration of the power and purpose of the Santa Claus myth.

Another minor problem is the question of the intended audience. Humankind must be treated, to spite of its length, only as an introduction to a number of subjects, and so would be rather a bulky addition to student reading lists. Perhaps it is best seen as a source book for reference, with the chapters acting as a brief commentary on the student's further reading.

But of course, it's much more entertaining than a list of references and I have myself assessed several new bits of useful information. For example, there are 20 different words for consciousness in Sanskrit; in Marathi, a man may marry his great-grandmother or his great-great-granddaughter; the larger the city in which you live, the faster you walk; and more, much more.

Incidentally, Humankind is a splendid (and deliberate) illustration of the fact that it is possible to write a full-length book about the human species, without using the words "man" or "men" or "mankind". It is rightly proud of its determination to avoid our traditionally male-orientated vocabulary, though it does seem a little far-fetched to refer the reader to the notes and sources section by using not a verb, but a male and female symbol.

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May the force be with you?

John Anderson looks at the implications of the newer style policing, which aims to go beyond the traditional law and order approach



Home Office

"I wish we were having to face the cuts as well." Such words come as a surprise to teachers' ears, but the policeman who said them knew what he was saying.

Increased resources and higher police wages will not solve the basic problems facing western societies, but they are likely to raise the expectations we have of the police and, as now happens in the United States, increase the temptation for hard-pressed teachers and social workers to pass problems on to policemen.

In recent weeks two chief constables have in rather different ways begun to look at these expectations, and to point out the interdependent relationship which the police force has with the society it serves, and to seek cooperation with other agencies, particularly the schools.

James Anderson (TES 30.11.79) set the scene by pointing to an apparent erosion of moral standards among the young, giving a new perspective to a longstanding debate. Teachers may worry how to teach "kindness, honesty and unselfishness" when the "glittering prizes" go to academic success; but policemen rightly worry about what happens if such virtues are not taught. Whose responsibility is it to inculcate the basic values that enable us to live together in trust?

Parents point to schools, schools parents. Businessmen opt out because of "business ethics", while the media make it increasingly clear just how self-interested must of us be in this commercial, materialist and politically conscious age. Governments and even Churches now avoid contentious issues; and the declining moral concern in the West contrasts with the egalitarian commitment in the new ecclesiastical states and the re-emergence of the Islamic faith in the Middle East.

Nobody expects perfection. The "white lie" operates in all cultures but, less and less, are people deceived by fudging issues, particularly the young. Teachers must face up to moral issues, but if they are to teach their pupils to think, they cannot teach a morality that conflicts with experience.

This is the point at which John Anderson, the Chief Constable of Devon and Cornwall Police, takes over in an important new book. He emphasizes that the police force is a dynamic element in a society, not only maintaining order by enforcing laws, but reflecting morality in the way it does and also influencing society in this process. The development of policing in England over the past 150 years has, in maintaining such principles as the minimum use of force, and courtesy and respect to the population at large, played a vital part in supporting the level of freedom and democracy we have come to enjoy.

Today's style of policing is threatened, he says, because, given their expectations of freedom, people are less and less willing to accept social control, and in part because it is increasingly obvious that social control can be, and often is, arranged to the advantage of one group and not another; the same issue which increasingly concerns the schools and the welfare agencies. How do we in fairness respond to a situation like this? What alternative to defiance, and ultimately crime, are there for young blacks, so many of whom face the break up of family life, have no opportunity for employment, no amenities for leisure and, in effect, no legitimate escape to express their frustration. Leave such education unchanged, forget the moral implications, and we are liable not only to brutalize our police force, and invalidate our education system, but in the end to destroy the moral base of our way of life.

John Anderson thus rejects the narrow, curative approach to policing, based primarily upon applying the law after the event, and argues for a wider preventive approach. The criminogenic effects of low wages, poor housing, and welfare amenities, are radical. Police moves provide a new basis on which to inter-



The role of the policeman as "the people's friend" is now under threat, partly because people are less willing to accept social control

act with and understand life on an under-resourced and remote estate, and to build inter-professional links. The College of St Mark and St John in Plymouth has, as part of a community studies programme, had the opportunity to put student teachers on the community beat, and this certainly broadens their understanding of community life in a practical way.

So far as good to Devon and Cornwall, but what of the harsher world of Moes Side, Handsword or Tower Hamlets? Certainly ideas are developing there, but in Devon and Cornwall lessons can be learnt and applied elsewhere. West Devon and Cornwall suffer from low wages and markedly poor resource provision and have a significant history. The BBC television production "Stocker's Copy" makes this point. Finally, if we don't try? And what alternatives are there — "new speech" and the "thought police"?

The style of the book fluctuates, showing perhaps an over-conscious attempt to meet different reader reactions. The normative

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Properties for Sale and Wanted 79

Properties for Sale and Wanted 79

Gidea Park J.M. & I. School (Roll 332)
Lodge Avenue, Romford, RM2 5AJ

Required September, 1980: —

DEPUTY HEADTEACHER

For this Group 6, 1½-form entry Junior Mixed and Infants School.
There is a scheme for removal expenses, details on request.



Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

County of Cleveland

SECONDARY SCHOOL

HEAD TEACHER

ENGLISH MARTYRS R.C. SCHOOL
(Group 12, 1,330 on Roll)

Catcote Road, Hartlepool, Cleveland TS25 4HA
(Telephone: Hartlepool 73790)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this 11 to 16 mixed, comprehensive school. The vacancy arises because of the retirement of the present Head Teacher in August, 1980.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details are obtainable from the Head Teacher at the above address, and should be returned to Rev. P. McGuigan, St Patrick's, Presbytery, Owton Manor Lane, Hartlepool, Cleveland, not later than Friday, February 22, 1980.

Lancashire

County Council

EDUCATION COMMITTEE
SECONDARY SCHOOLS

LYTHAM ST. ANNES HIGH SCHOOL

(1,284 on roll—Mixed)
Re-opened as 11-16 High from September, 1980.
1st September, 1980: —

HEADTEACHER - Group 12

Formal details from/to: District Education Officer, 43, Woodlands Road, Anfield, Lytham St. Annes, (B.A.E., please.) Closing date: 11th February, 1980.

HUTTON GRAMMAR (VOL. AIDED C.E.)

Developing as a F.E. non-selective school
250 Rth Formers (incl. 40 girls) and 500 boys (11-16)
1st September, 1980: —

HEADSHIP - Group 10

Applications particularly from members of the Church of England.
Formal details from/to: Clerk to the Governors, Hutton Grammar School, Liverpool Road, Hutton, Preston PR4 6SN (B.A.E., please.) Closing date: 11th February, 1980.

CALDERDALE METROPOLITAN BOROUGH COUNCIL
Education Department

RYBURN VALLEY HIGH SCHOOL

St Peter's Avenue, Sowerby,
Sowerby Bridge, HX6 1DF

HEAD TEACHER

(GROUP 10)

Applications are invited from suitably qualified and experienced teachers for the Headship of this developing 11-16 Comprehensive School. The school, which admitted its first comprehensive intake in 1978, has 880 boys and girls on roll. The post is vacant from 14 April, 1980.
Application forms and further details obtainable (on receipt of fee) from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax, to whom completed forms should be returned within four weeks of the appearance of this advertisement.

MIDDLE COUNCIL

Music

Heads of Department

NORTHAMPTON
NORTHAMPTON MANUEL
NORTHAMPTON MANUEL
NORTHAMPTON MANUEL

For this Group 6, 1½-form entry Junior Mixed and Infants School.
There is a scheme for removal expenses, details on request.

Other Posts on Scale 2 and above

SUFFOLK
SUFFOLK COUNCIL
SUFFOLK COUNCIL

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Physical Education

REOFORDSHIRE

RAMFOLD JUNIOR MIDDLE
RAMFOLD JUNIOR MIDDLE
RAMFOLD JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

HEREFORD AND WORCESTER

MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Science

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER

MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Other than by Subject Classification

Heads of Department

RUOLEY
RUOLEY JUNIOR MIDDLE
RUOLEY JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Other Posts on Scale 2 and above

DORSET
DORSET JUNIOR MIDDLE
DORSET JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Other Posts on Scale 2 and above

DORSET
DORSET JUNIOR MIDDLE
DORSET JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Deputy Headships Senior Masters/ Mistresses

CLYVO
CLYVO JUNIOR MIDDLE
CLYVO JUNIOR MIDDLE

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Deputy Headships Senior Masters/ Mistresses

CLYVO
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CLYVO JUNIOR MIDDLE

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Scale 1 Posts

ODLEY
ODLEY JUNIOR MIDDLE
ODLEY JUNIOR MIDDLE

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HEREFORD AND WORCESTER

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MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE

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WEST SUSSEX

NORTH LANTHILL ACADEMY
NORTH LANTHILL ACADEMY
NORTH LANTHILL ACADEMY

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

Secondary Education

Headships

BARNET
BARNET JUNIOR MIDDLE
BARNET JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

HEREFORDSHIRE

MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE
MEADLEY JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

CORNWALL

EDUCATION COMMITTEE
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

KNOWSLEY

KNOWSLEY JUNIOR MIDDLE
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KNOWSLEY JUNIOR MIDDLE

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 15th February.

LODON

LAOY NAIGANT SCHOOL
LAOY NAIGANT SCHOOL
LAOY NAIGANT SCHOOL

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percentage of school leaving
certificates in the lower
school.
The post will involve a
minor
duties will be obtained
from the school. The
school is a mixed school
with a total of 1,200
pupils. The school is
located in the town of
Barnet, North London.
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school with a total of
1,200 pupils. The school
is located in the town of
Barnet, North London.

CHRYDON
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CHRYDON JUNIOR MIDDLE

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DORSET

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HEREFORD AND WORCESTER

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ST. HELENS

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ST. HELENS JUNIOR MIDDLE

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HEREFORDSHIRE

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NEWHAM
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NEWHAM JUNIOR MIDDLE

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OXFORDSHIRE

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Economics and business studies books

How to avoid false economies

David Whitehead surveys the textbooks and resources available to economics teachers

Twenty years ago most first year university textbooks for their level courses: they had no alternative. This unsatisfactory provision persisted for several years. It meant that pupils who chose to proceed with economics to higher education often became bored and disillusioned when they had to study the same text in their freshman year. University textbooks assumed a captive audience and little thought was devoted to making them attractive or readable. Large sections were irrelevant to their A level readership, and they were relatively quite expensive.

Teachers in selective schools tend to find Stanlake's Economics (Longman £2.25) too superficial for their A level students, but it is justifiably popular in the mixed ability sixth forms of comprehensive schools. Its author is a practising school teacher, and his wealth of experience in explaining difficult points is evident. It is also very good value for money.

While most A level texts are still written in style, several O level and CSE books are well designed and freshly presented. Production and Trade (Longman £1.75) fits 45 photographs and dozens of tables and graphs into 101 pages of text. Social Economics (McGraw Hill £2.75) is a popular introductory text, one of many by Jack Nobbs. Another prolific author, Jack Harvey, whose texts constitute the staple diet in many schools. A newly published text entitled An Introduction to Social Economics (Heinemann Educational £2.95) is certainly the best CSE/Introductory O level book to appear for many years. It seems destined to become a work of reference.

For teachers keen to make their pupils aware of how firms operate in the real world, Understanding Industrial Society (Hodder and Stoughton) is an original and lively choice. Economics in Action (Heinemann Educational £2.25) is the most provocative of O level texts, but it makes considerable intellectual demands on the pupil. It sometimes gets the impression that dull, uninspiring safe books are preferred, as if the "dismal science" deserves no better. Certainly the more econoclastic texts are much less popular; perhaps because they

Now, in contrast, the economics teacher may choose between at least 20 textbooks at both A and O/CSE levels. The Handbook for Economics Teachers (Heinemann Educational £7.50, reviewed on page 38) has chapters surveying almost all the textbooks that are currently available; here mention is made only of those that stand out in some respect. An Introduction to Positive Economics (Weidenfeld and Nicolson £6.50), no longer holds biblical status: indeed some teachers have placed it on their personal index of prohibited publications, incensed by its "positive economic" stance. Still, one should not throw the baby out with the bathwater unless it's a very dirty baby indeed.

Livestock recently published A Textbook of Economics (Polytech £5.00) is rapidly gaining acceptance, partly, I suspect, because the author was until recently a chief examiner at A level, but also because of its refreshing treatment of the rigour of the firm, its inclusion of data response questions, and its availability, free, to all teachers of

sophisticated style. Descriptive Economics (Pitman £2.55) steers a middle course—up-to-date but traditionally designed.

Manrice Willott once explained that he had spent his life "un-teaching" economics. Much "un-economics" is still learnt by pupils who use obsolete textbooks. It is alarming to see pupils reading about how the Bank of England controls the banking sector in books published before 1971. Sets of economics textbooks have to be replaced far more frequently than departments can afford. Economists should make clear in bidding for funds that their textbooks' obsolescence is rapid.

Other calls on limited allowances come from the large variety of books of case studies, more specialised monographs on particular topics, worksheets, objective tests and data response questions. Peter Mauder's series of case studies covers most broad topics, and the teachers' guides provide very useful background material. Snapper exercises may be found in data response books by Livesey, Oliver and Wotke and Glew. Worksheets unfortunately go out of print quite quickly. Livesey's and Harbury's are two market leaders in these mixed offerings of revision summaries, multiple choice and other questions.

All economics teachers must surely be aware of the British Economy Series (Oxford University Press £2.50) published recently, which keeps them (and their students) in full with recent developments in the economy. Twenty years ago, the Economics Association had published Teaching Economics (Oxford University Press £2.50) published recently, which keeps them (and their students) in full with recent developments in the economy. Twenty years ago, the Economics Association had published Teaching Economics (Oxford University Press £2.50) published recently, which keeps them (and their students) in full with recent developments in the economy.

Several sets of audio tapes are also marketed, though the evidence suggests that teachers make little use of them. Probably the most stimulating is the series produced by Audio Learning (84 Queensway, London W2), which consists of dialogue between experts, for example Berkman and Oppenheimer on Employment and the Balance of Payments. These are most suitable for private study by advanced pupils. Seminar Cassettes (218 Sussex Gardens, W2) produce a series of reports by foreign correspondents, for example on the Balance of Payments, which describes the Volvo experiment in Sweden.

More than 80 wallcharts relevant to the teaching of economics are available, though it must be admitted that many are very dated. Quite a number are free

Andrew Robertson on international economics

another has to import. In an ideal world, the kind of world apparently dreamed of by the architects of the United Nations at San Francisco 35 years ago, country A would make only those manufactured products which were economic, perhaps labour intensive, in a country with a large population and low wages (Hongkong?), while country B would concentrate only on those products which were high technology, high added value and capital intensive (we gloss over here

The "designation" of countries as industrial, or LDC is a matter for the President and, his advisers which casts a slur on the Humphrey-Dunhamly over this kind of policy-making. To add to the general atmosphere of "don't do as I do, do as I say" the United States excludes several categories of country from its General System of Preferences, such as the OPEC members (oil exporting countries denying the United States "non-discriminatory" access to petroleum).


doctrine of comparative advantage in strictly economic terms? Or do we believe that the oil producing countries are continually raising the price of their oil because of rising costs? And another confusing factor for the theorists of "pure" international trade theory is the phenomenon of the multinational or transnational corporation, which cuts across frontiers, avoids taxes, switches vast funds from economy to economy as opportunity dictated and flouts official international agreements unscrupulously.

In *The International Fight Pit*—*mau*, 1977) Bronks and Remmers find much to say on this score as, for example, "ITT in Chile and Galt Oil in Angola have evoked ideas of excessive political interference. Louisa is associated with the use of tax havens. Hoffmann-Lauriche sparks off the transfer pricing debate. Rio Tinto Zinc encourages the environmental lobby. Kodak, Nestlé or IMA are associated with questions of union representation."

[illegible]

Community. Students and teacher will, therefore, be well advised to make their own comparisons in deciding which text is most appropriate to the individual circumstances.

THE




AGE

ture examinations of the KSA and LCC. The book assumes that the reader has little numerical skill and starts from scratch, including questions and answers, a revision test, and cross-module assignments.



Howard Sergeant on business studies



AGE

ture examinations of the KSA and LCC. The book assumes that the reader has little numerical skill and starts from scratch, including questions and answers, a revision test, and cross-module assignments.

Geoffrey E. Wood on an international bibliography

The classification scheme is sensible. Books are classified into 10 areas of economics (for example, "Economic Growth; Development; Planning; Fluctuations" and "Internacional Economica"). These classifications represent a fairly natural breakdown of the subject and a search revealed no misclassifications.

This is a useful and well planned volume. Libraries will find it helpful when ordering books, and both students and teachers of economics will find it of assistance when searching for their own.

Cedric Sandford

Like Gaul, the book is divided into three parts. Part One deals with teaching the 13 to 16 age range and considers a series of general topics, such as content, methods, assessment, the problems of dealing with individual ability groups, the organization of the text work, field studies and factory visits. Part Two proceeds to consider ways of teaching particular topics. Part Two, on teaching economics to the 16 to 17 age range, follows a similar pattern, starting first with general problems, such as teaching a non-A level subject, then moving on to consider sixth formers, organizing individualized learning in PE colleges, using visiting speakers, and then concentrating on ways of teaching particular topics. Finally, Part

Other admirable features of the book are its conciseness and clarity of layout. To keep the price down the editor has spared no pains to make the book as clear as possible. The quality of the paper and the way in which the book is bound are also of a high standard. The book is a pleasure to read and a valuable addition to the library of every student of the subject.

Calculated

Whilst wishing the calculator to be as simple as possible, it must be stressed that programming the calculator to simulate a situation is far from simple. The instructions, the first eight straightaway, are so simple that they are a lapso into the inexplicable for the not conversant with the programming.

Moreover, is the cost of a programmable calculator justifiable in present tight budgets? And if one gets the program to work, couldn't it have been done much more quickly and cheaply by the use of a computer? Though of the blockboard? Though of the use to those combining the study of electronics with economics with mathematics tertiary students, these are the questions that must be asked.

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The answer to all these problems is to subscribe to your publications on microfilm. This gives many advantages over hard copy, it takes up only a fraction of the space, is cleaner and easier to handle, does not deteriorate, and if lost or damaged can be easily replaced. In addition, complete backfiles of most publications are available, and collections can be built up gradually as funds become available. (We can supply you for instance with all years of this newspaper from its inception in 1910.)

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 SUNDAY TELEGRAPH
 THE SCOTSMAN
 BELFAST TELEGRAPH
 LLOYDS LIST
 JEWISH CHRONICLE
 EVENING STANDARD
 THE AGE (MELBOURNE)
 WASHINGTON POST
 ASAHI SHIMBUN (TOKYO)
 LE MONDE (PARIS)
 DER SPIEGEL (HAMBURG)
 JOURNAL DE GENEVE
 AL AKIIBAR (CAIRO)
 STRAITS TIMES (SINGAPORE)
 GLOBE AND MAIL (TORONTO)
 BANGKOK POST
 AND MAGAZINES
 THE BURLINGTON MAGAZINE
 THE ILLUSTRATED LONDON NEWS
 FAR EASTERN ECONOMIC REVIEW
 (HONG KONG)
 MIDDLE EAST ECONOMIC DIGEST
 SAUDI ECONOMIC SURVEY
 THE ARMY QUARTERLY
 INDIA TODAY (NEW DELHI)

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Howard Sergeant on accounting

A Foundation in Business Accounting. By A. A. Cullen and M. J. Ryder. Macmillan £6.95.
Introductory Accounting: Principles and Practice. By Leo Huffy and Ian Monro. Longman £4.50.
Accounting: A Direct Approach, (third edition). By J. Harrison, J. Horrocks and R. L. Newman. Longman £6.50.

A Practice Manual in Accounting. Volume 1. By S. A. Bull. Cassell £2.95.

A Practice Manual in Accounting. Volume 2. By S. A. Bull. Cassell £2.95.

Big's Cost and Management Accounts, Volume 1 (10th edition). By J. Wald. Macdonald and Evans £3.25.

Principles of Cost Accounting, (second edition). By C. J. Walker. Macdonald and Evans £4.25.

Special English: Accounting. By Roger Scott and Tony Adams. Collier Macmillan £2.00.

Financial Management in Hotel and Catering Operations. By Ronald F. Sutton. Heinemann £4.95.

Numeracy and Accounting. By Terry M. McNamara. Macdonald and Evans £4.50.

Computers in Business. By Peter Holme and Ernest Hudson. Macmillan £10.00 and £4.95.

Income Tax. By Henry Toth. Macdonald and Evans £3.25.

Intended both for students at undergraduate level and students preparing for professional examinations, *A Foundation in Business Accounting* is a comprehensive volume in which the authors have briefly attempted to cover Financial Accounting, Cost Accounting, and Management Accounts in a single text; and it can be said that on the whole they have been surprisingly successful. In a book of only 400 pages something had to be excluded, and the authors admit that they found it necessary to concentrate on what they considered to be fundamental to an understanding of the subject. One must approve the emphasis they have placed, throughout the text, upon cash flow as well as profit.

Their approach is based on the concept of Accountancy as incorporating four major functions: communication, measurement, control, and decision-making. The actual methods of data recording are given rather superficial treatment, and some readers may think it odd that the volume should deal with such aspects of Company Accounting as Finance, capital structure and amalgamations, and leave the accounts of limited companies "until" the penultimate chapter. On "Interpretation of Accounts" (including some useful information on report-writing) and on the complicated subject of Consolidated Accounts the text is admirably lucid. There are graded questions for the students, but, unfortunately, no answers.

Introductory Accounting: Principles and Practice comes from Australia and may well prove suitable for use in this country. It can hardly matter that transactions are recorded in dollars rather than pounds; but British students at elementary level will inevitably be confused by the American method of presenting T-Account Balance Sheets with assets marshalled on the left hand side in order of highest liquidity, when the traditional practice here is to marshal assets on the right hand side in order of permanence. Even the single column Balance Sheet does not conform to British practice. There are differences of terminology, too. We are informed

that this text has been written for first year accounting students, but that it is ambitious in a country where there is a wide range of differing first year courses, depending upon the particular examinations to be taken.

If the basic recording procedures are treated in considerable detail, and there are sections devoted to the accounts of sole proprietors, partnerships, clubs and associations, the accounts of limited companies are not even introduced. Finally, the students are directed to three other books for their exercise work. The third edition of *Accounting: A Direct Approach* contains the material has been rearranged between the different sections. Like the previous volume, it has been published in Australia and therefore exhibits a few of the same weaknesses as far as British readers are concerned; but changes have been made in bringing the terminology into line with common practice, and since the volume is obviously intended for more advanced students, its suitability is not in doubt.

It has been thoroughly revised to take cognizance of the radical changes which have been taking place in the basic structure of accounting, particularly in regard to the problems created by inflation. It is a book which can be warmly recommended as one of the very few limited number of textbooks available dealing with current company accounting and current purchasing power accounting as well as suggestions for a reconciliation between them. Chapters 8 and 9 outline the



and must forget your teaching, we don't give receipts.

measurement techniques necessary to determine current costs, and chapter 21 demonstrates how current costs are incorporated into financial statements. Greater recognition has also been given to the increasing use of computers in processing data, and in the appendix there is a computer-based practice set.

Students soon learn that accounting is a subject that cannot be mastered simply by memorizing and over-remembering the basic principles, and that it requires intensive practice in the application of those principles in a range of business operations. Few textbooks have space enough to provide sufficient examples and practice material as well as the necessary explanations and information, so that both students and teachers are compelled to refer to a large number of books, or past examination papers, in search of practice problems.

Mr Bull has attempted to fill this gap by preparing *A Practice Manual in Accounting* as a series of four volumes which demonstrate by fully worked examples the way to tackle accounting problems, and which make available an abundance of graded exercises, with solutions, for the student. Volumes 1 and 2 appear together, and cover the elementary syllabus of many examinations; Volume 3 is a revision chapter and together with Volume 1 covers the intermediate level syllabus of the GCE O level; and Volume 4 covers the remainder of the GCE O level syllabus. With the tenth edition of *Big's Cost and Management Accounting* and the second edition of Walker's

Principles of Cost Accounting, these three books have been substituted to meet the changing requirements of the examinations. The major professional bodies, greater length and depth, and the volume has been divided into three parts, each with self-contained units and outline solutions. While the text is written in a simple, direct style, it is contained in a separate, listed Key.

Special English: Accounting is one of a very useful series of books devoted to the teaching of English within a particular trade or profession, and designed for students whose English is a second language. The purpose of the series is not to teach accounting, but to help students' knowledge of it within the framework of a language of presentation. It is a book which can be warmly recommended as one of the very few limited number of textbooks available dealing with current company accounting and current purchasing power accounting as well as suggestions for a reconciliation between them. Chapters 8 and 9 outline the

Donald Sutton's *Financial Management in Hotel and Catering Operations* can be strongly recommended to students, managers, proprietors in the hotel and catering industry. Although there are texts available for hotel and catering students, most of them have been written by authors who are not specialists in the industry. The text, based on the first edition, is a book which can be warmly recommended as one of the very few limited number of textbooks available dealing with current company accounting and current purchasing power accounting as well as suggestions for a reconciliation between them. Chapters 8 and 9 outline the

For most of the Bretton Woods era it was believed that most international trade was conducted—that is, involved and settled—in some internationally used currency, either sterling or the United States dollar. The collapse of the Bretton Woods system and subsequent period of floating exchange rates has been accompanied by attempts to create some new "vehicle" for the finance of international trade; and the effort has been devoted, for example, to devising schemes whereby SDRs could be used for that purpose by private individuals.

McKinnon shows strong theoretical reasons (supported elsewhere by evidence) for believing the concept of the vehicle currency to be a myth. World trade is conducted in most currencies of the world, the major rule being that manufacture and trade in the world is conducted in the currency of the country. This is a very important result, in that it helps explain the apparently paradoxical discovery that fluctuating exchange rates do not inhibit international trade—because exporters are not buying exchange risk, but are selling it. It also shows that trying to devise a new vehicle currency is an entirely pointless activity, since no such vehicle is desired by international traders. The book also has very good chapters on the Euro-dollar market, currency unions, and

the role of the United States in America in the international financial system. Like all Professor McKinnon's work, this book is clearly written, and it does not make extensive use of mathematics. It is essential to the interested layman, and it can be recommended to all teachers of economics without hesitation. Their pupils would experience no difficulty with certain parts of it, such as the first two chapters, which respectively describe the convertible currency system and the role of central bank intervention in the foreign exchange.

The books by Steven Davis and Nigel Hudson are part of a series on international banking which will consist of work by practical bankers, on various aspects of international banking.

In the introduction to his own book, Steven Davis writes that "...market practitioners may not be the most articulate spokesmen of their trade...". On the basis of the two books reviewed here, that is distinctly unfair.

Each of these books deals with international finance, but the cost of Five and Makepeace, domestic monetary economics, and from their different approaches, each book is a subject well. There are overlaps in their coverage, but, since each book has a different focus, these overlaps are necessary. The book is a useful complement to the chapter on Eurodollars in McKinnon's book, to a discussion of management objectives and how

Yen, dollar, pound and mark

Geoffrey E. Wood on banking

Money in International Exchange: The Convertible Currency System. By Ronald I. McKinnon. Oxford University Press £4.50. £9.50 Hb £5.00.

The Management Function in International Banking. By Steven I. Davis. Macdonald £12.00 333 25930 D.

Money and Exchange Denial in International Banking. By Nigel R. L. Hudson. Macmillan £12.00 333 25968 A.

Monetary Theory, Institutions and Practice: An Introduction. By R. W. Evans and G. H. McKenzie. Macmillan £4.95 333 25333 7.

Of the four books reviewed here, three are textbooks. The exception is Ronald McKinnon's new and very important volume on the role of money in international economic relations. It makes a major contribution to understanding the international financial system, and, in particular, brings analysis to bear on an original and penetrating way on the concept of a "vehicle currency".

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The roots of growth

Carl Slevin

The Theory of Economic Growth. An Introduction. By Graham Hecche. Macmillan £14.00 333 23570 3. £6.95 333 23571 1.

Every economics student has to do the theory of economic growth. It is successful, an introductory textbook on the subject must be a success, but the requirements of students are difficult to meet and often seem contradictory. The main difficulty is how to present clearly and intelligibly an abstract and technical subject without simplifying it out of all recognition. The author must also face the fact that the economic growth sounds immediately relevant; the theory is so far removed from reality that students are almost bound to become bored or even disillusioned with it.

Graham Hecche, a Bank of England economist, sees the difficulties, and has faced up to them almost without flinching. His book is divided between fairly strict mathematical analysis, and evaluation of strengths and weaknesses of different approaches along with a commentary on the ideological discourse which they collectively constitute. The great conflict in modern economic thought is between the neo-classical and neo-Keynesian schools. Both spring from the growth models of Harrod (1939) and Domar (1946) generally seen as sufficiently close to warrant hyping them as if they were one person with one theory. The aim of both was to extend Keynes's admittedly short-term analysis to the long period; and the results produced were extremely pessimistic in both cases.

According to the Harrod-Domar amalgam, equilibrium steady state growth was very unlikely in a free-market capitalist economy. During the fifties, the neo-classical school tried to show that this was wrong and that long-term development could be analysed properly only by using the pre-Keynesian orthodoxy. The neo-Keynesians on the other hand, equally rejecting the Harrod-Domar conclusions, tried to show that only a development of Keynes could do the trick.

Oddly enough, both schools have been concerned to achieve the same

bank managements try to attain them. The book is fairly specialized, but the second and third chapters on the development of banking and the institutions of the Eurodollar market would certainly be of interest to students of monetary economics.

Nigel Hudson deals in great detail with practices and institutions of the international money market. Chapters two and three are particularly good. The first explains very concisely the rudiments of the theory of exchange rate determination, both spot and forward, and gives examples of fluctuations often carried out in foreign exchange transactions. For example, calculations of a forward premium or discount. The very short chapter three deals with the market in deposits and has a succinct and lucid discussion of the term structure of interest rates. Subsequent chapters deal with details of institutions and management—such as the setting of limits on the exposed positions of banks and on so to limit risks.

These are two useful and interesting books. They are very specialized in the subjects they cover, but they are not seeking a wide-ranging discussion of international finance—but they introduce readers to their respective specialisms with admirable clarity. One must hope that their high price (both books are short, about 150 pages) does not deter their readership too narrowly.

Evans and Makepeace have written a straightforward, conventional, textbook, its contents described exactly by its title. The field is covered, but this book deserves to do well, because it is a very good example of a textbook which is institutional description in the United Kingdom setting rather than, as in the best American textbooks, of institutions of the United States. It is up-to-date in its theoretical approach, and its institutional description is particularly good in this regard. This book can be strongly recommended to students approaching monetary economics for the first time.

Each of these books deals with international finance, but the cost of Five and Makepeace, domestic monetary economics, and from their different approaches, each book is a subject well. There are overlaps in their coverage, but, since each book has a different focus, these overlaps are necessary. The book is a useful complement to the chapter on Eurodollars in McKinnon's book, to a discussion of management objectives and how

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extra Target pierced from all angles

Roy Batchelor on political economy

Issues in Political Economy, Edited by F. Green and P. Nore.
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£5.95, 25377 9.

Devotees of the block arts are supposed to inflict suffering by making an ally of their victim, and sticking pins in the bits they want to hurt. This book amounts to such a ritual. Its contributors are scholars and devotees of Marxist economics. Their chosen victim is "bourgeois economics", an entity properly defined only in the excellent essay by Simon Mohun, on "Ideology, Knowledge and Neo-classical Economics" which, unusually because of its difficulty, has been placed at the end rather than the beginning of the volume. The victim is easily recognisable, however, as the terms covers almost all of the doctrines, Keynesian and neoclassical, to be found in modern British and American textbooks. In eight essays, this fat target, bourgeois economics, is pierced from various angles.

Some of the critiques strike home. Stephen Lodd's assault on the silliness of parts of human capital theory is well directed, although his presentation of the Marxist alternative of neoclassical theories of discrimination looks equally shaky. The majority of the essays are less pointed. The section on issues in economic theory, containing three pieces, by Lawrence Harris, Sue Hoinemwell and Ben Elno, contrasting neoclassical and Marxist analyses of the role of money, the process of growth, and the nature of capital, is all too much like a stalemate. All are lucid but contain little genuine disputation between the two schools. A few of the essays miss their target completely, or succeed only in splitting hairs.

John Green's contention that neoclassical economics has a symbiotic relationship with neoclassical economics seems work. Economics was partly born of the operations research exercises essential to centrally planned economies, and in recent years has been criticised for its corruption with the problems of model-

ling the structural changes which often differentiate Marxist from neoclassical theories. Indeed Francis Green later argues the neoclassical attachment to permanent income explanations of consumption is critical precisely because economic investigation has failed to establish its superiority over explanations based on habit formation.

Both essays on policy issues—by Mika Ball on cost benefit analysis and by Peter Nore on the effects on the community, No real alternative is proffered. The second is a brilliant exposition of the issues raised by oil power. It concludes, however, by suggesting we view the problem as a game among producers, states, consuming states and oil companies, a suggestion which should command wide support in all schools of economic thought.

Several vital organs of bourgeois economics have been left untouched in this book. Nothing is said on institutional trading relations, and little about the problems of developing countries, two areas which have proved troublesome to today's Marxist economists.

This book has many virtues, none the less. It is scholarly yet readable. It maintains a unity of presentation which ensures that the main assumptions of the current Marxist critique—the class struggle, the exploitation of wage-monopoly capitalists, a distinctive interpretation of history—stand out clearly. Reading it in conjunction with the same authors' earlier collection *Economics: An Anti-Text* (Macmillan, 1977) and for balance, perhaps *After Lindbeck's scarcely dated The Political Economy of the New Left* (Harper and Row, second edn, 1977) would provide a valuable stimulant to teachers and students who may be settling in comfortably into the mould of the bourgeois economics.

Making ends meet

David Whitehead on consumerism

Wise Buying, Book 2: Detergents, Longman Group Ltd in association with Consumers' Association 80p, 332 22009 2.

You and Your Shopping, By Elizabeth Gumbrey, Evans £1.10, 237 291576.

Shopping Around, A Textbook in Consumer Protection, By Margaret Leafe, Cassell £1.00, 304 29832 8. Set of accompanying spirit masters £4.95 plus VAT, 304 29833 6.

Consumerwise, By Helen Turner, Harrap 95p, 245 52965 9.

The second book in the *Wise Buying* series, on Detergents (the first is on bicycles) aims to develop a critical awareness in its readers so that they make sensible purchasing decisions. It describes some of the many different types of washing powders available, and includes suggestions for carrying out shopping surveys and washing tests for finding out which type is best for different uses and which brands give best value for money. Sections on packaging, advertising and environmental issues provide opportunities for critical discussion.

When suggesting a price survey, it counsels use of "real" prices, so that, for example, if one brand has "23p off" on the label, this should be added to the stated price. For surely the rational consumer might simply purchase whichever brand is currently on offer? The Consumers' Association outlines a £7 difference between maximum and minimum expenditure on detergents per annum for an average family. Considering how long it would take to conduct all the surveys and perform all the tests suggested here,

the consumer would probably get a better return on his/her money and time by investigating sensible choices in, for example, freezers and cars.

In contrast to *Wise Buying*, *You and Your Shopping* covers a variety of product groups, though food and furnishings are specially featured. Other topics include the laws protecting the consumer, advertising,

Shopping Around, a textbook in consumer protection, though at 80p it must be one of the briefest handling money, buying books, obtaining satisfaction buying services. The treatment is practical, and the style of exposition informal. The most attractive feature of the publication is that it is a complementary set of 20 spirit masters which, though expensive, will permit professional reproduction of about 150 copies each of, for example, National Consumer Council, Postal Order forms, an agreement, an insurance proposal form and a holiday booking form, as well as a number of carefully framed worksheets. It would probably be wise buying to teachers to economise on their (scarce) time by purchasing Margaret Leafe's expertise in producing these pupil materials.

Consumerwise is about as large as a textbook can be, and is a slick design. The presentation is sophisticated and imaginative, and is likely to appeal strongly to its intended audience. It reads like popular journalism, and, most important, Helen Turner succeeds in communicating her enthusiasm for the subject. Supplementary notes provide the students with details of the legal aspects of consumer protection, a glossary of technical terms and much else. Although only 3 pages in length, the book's layout contains a great deal of material to be packed in, and, considering the number of graphics, it is very reasonably priced. It is good to hear that Harrap are planning similar publications on related topics.

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Ready for work

Andrew Robertson

Practical Business Education: An integrated approach, By R. R. Ansley, S. H. B. Fishlock and C. R. Stafford, Macdonald and Evans £12.50, 7121 2336 9 and 7121 2337 7.

From a rapid read through these two weighty volumes one gains the impression, rightly or wrongly, that the Business Education Council is taking no chances with its young recruits to the world of commerce. Book One not only begins with a reasonably good introduction to business organisation, but goes on to a long section covering elementary arithmetic—but should not these have been mastered already, and, moreover, the rest? Or are the authors, in following as they say the demands of the B.E.C., safeguarding employers from taking on semi-literate staff?

In a foreword we are told that the books are for use not only in secondary schools but also for colleges of further education. In the latter case perhaps Book 1 could be skipped for the most part, with the business sections, such as Unit IV on the organization and its various public—customers, employees, financiers (both creditors and owners), an interesting analogue for shareholders and the environment (something that would not

have appeared in a text of 20 kind, 10 years ago. However, the books are presented in modular form it would be easy to use them in any pattern preferred by the teacher in the light of the age and intellectual development of his class. This is a laudable aim, but it is a laudable aim which is not always achieved. The rest of the book is a great saving for the college of school even if it is not the best. Unit IV, certainly, where business education is being given, even if it does seem to assume that the young mind today is something of a tabula rasa.

Objectives to be attained in reading it is to provide learning material for the examinations of the Technician Education Council Level 1 Unit, Organization and Procedures. To this end it has been tailor-made by the author and technical editor and should match precisely the student's needs. Also the text is broad enough to meet part of the requirements of the Building Trades Employers Site Management Training and Education Scheme.

It has a logical presentation, beginning with the economic setting and structure of the industry and moving on to the procedures within the industry, including design, the meeting of statutory controls, standards and codes of practice. The student reader can test his progress by attempting the questions at the end of each chapter.

The purpose of the book (and each chapter is led by a list of objectives to be attained in reading it) is to provide learning material for the examinations of the Technician Education Council Level 1 Unit, Organization and Procedures. To this end it has been tailor-made by the author and technical editor and should match precisely the student's needs. Also the text is broad enough to meet part of the requirements of the Building Trades Employers Site Management Training and Education Scheme.

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Among contributors to the Extra:

David Whitehead lectures at the Institute of Education, London University. Andrew Robertson lectures at the Polytechnic of Central London.

Batchelor lectures at the City University, a centre for banking and international finance. Cedric Sandford is Professor of Economics at the University of

Do's and don'ts

David Whitehead

Techniques in Data Response for "A" Level Economics, By K. Ferguson, Harrap £1.75, 0 245 53395 8.

Basic Economics: Objective and Completion Tests, By J. M. Anderson, M. J. Hillman and J. M. Theodor, 2nd edition, John Murray £1.00, 0 7195 3707 X.

Ferguson's 62-page booklet is aimed at the student. It gives examples of how in attack stimulus material features, and thus do's and don'ts to remember during examinations. Though it is probably too expensive to be used in class, the booklet will want to purchase a copy for his distill its common sense for his students. The main distinguishing feature of Anderson's 16 sets of objective questions is that they concentrate more than usual on "descriptive economics" items and similar publications, and it will be of uneven quality, and it will be necessary in practice to choose the better questions rather than the

Steps on the ladder

Andrew Robertson on management

The Managerial Woman, By Margaret Leafe and Anne Jardine, Pan £1.20, 330 25825 7.

The Effective Executive, By Peter Drucker, Pan 85p 330 02507 4.

Managing for Results, By Peter Drucker, Pan 95p 330 43150 1.

Like the recently promoted black police inspector, woman entering senior positions in the professions and in business attract disproportionate publicity, underscoring the fact that a woman judge, a woman bank manager and a woman broker at Lloyd's are still matters for amazement.

The Managerial Woman, which is an American book based on American research and published in hard covers in Britain two years ago, could be said to apply to the British business scene, and for that reason may be of help and guidance to girls considering going into industry. The authors are Harvill graduates and PhDs as well as management consultants and have looked closely at what influences a girl taking up a managerial career, having in their first section gone over the fairly familiar Freudian ground of sex distinction in early life.

Of a sample of businesswomen whose backgrounds they analysed and the substance of which comprises the second section they

found that nearly all of them had been either only children, or eldest by a wide margin, or thrown into the only child state by divorce or some other happening within the family. Most of them developed a close relationship with their fathers, became leaders in class or games, envied boys their "freedom" (that is, they did not have to be protected in puberty against sexual advances) and had their fathers' support in entering higher education. Their business careers usually began as secretary/personal assistant to a rising executive. At university half of them had read economics or business studies, a few mathematics, the rest humanities but none science. The relationship with their boss was that which they had previously taken towards their fathers and their university teachers. As their boss climbed the hierarchy they went with him and found that they then had male subordinates. To establish a working relationship (its test, not whether a helpful man was interested in the job or the woman) they dressed quietly and behaved reservedly, but in their manner years reverted to being openly feminine. If they married they continued their careers with the husband's help.

In the third part the authors consider what jobs women can do (it is noticeable that in Britain many managerial women enter business in the personnel function) but set no hard and fast rules. Real in conjunction with the final chapter on companies and the men who run them it should give girls a useful slant on business as a career.

Both Drucker books have been with us a long time, and Professor Drucker is one of the group of American management teachers who have had strong influences on British management thought, and action. He writes not only clearly but in a racy, entertaining way which, for some readers, may undermine his intellectual standing—which would be a pity, for in brief, the first book offers a set of guidelines to make a manager use his time and energy effectively. The other has a similar theme but is more broadly based on business policy and the commitment of the manager to his company's aims.

Can I see your qualifications again, Mr Cook?

Questions from the past

Richard Wilkinson on economic and social history

Objective Tests in Economic and Social History from 1700 to the Present Day, By E. J. Rodley, Hodder and Stoughton, £1.75, 340 23079 7.

Objective and Completion Tests in O Level History: British Social and Economic History 1700-1970, By Robert Clarke, J. R. Green, A. Hill and R. London, John Murray, £1.25, 7195 3627 8.

Here we have two useful little books. R. J. Rodley's approach is simpler, his one-on-one questions less demanding. The objective tests could be tackled by secondary pupils at any stage of a five-year O level or CSE course. The book has an attractive cover and some of his tests are based on drawings, cartoons, maps and diagrams. There are suggestions for project and development work at the back, for the most part admirably realistic and constructive.

Ernest Clarke and his colleagues cater specifically for O level candidates. Many of the questions are demanding, and sometimes there is more than one correct answer. In other tests the candidate has to cope with assertions and reasons as in Mr Rodley's book; the usual topics are covered, ranging in time from the agricultural revolution in air transport and in scope from textiles to religion. There are 22 papers, each designed to be worked and marked within 40 minutes.

It is impossible to fault either of these books. The questions are clear and the answers given at the back as far as I can see are correct. My only criticism is that inevitably the tests raised are dull. For instance little challenge is involved in select-

ing the great hymn-writer of the Methodist movement from John Wesley, Charles Wesley, James Woodhouse, George Whitefield and Isaac Watts, though certainly the thought of James Woodhouse's hymns is delightful. It would be more interesting to debate whether "Christ whose glory fills the sky" is sentimental escapism, profound truth, romantic poetry or meaningless drivel. But you could hardly find the right answer at the back!

The authors themselves are tenably modest about their objectives. Mr Clarke claims that his tests provide a diagnostic tool: Mr Rodley believes that "objective" questions "can be used imaginatively and provide effective stimulus to classroom discussion". This is no doubt true, but its limitations. If knowledge and appreciation of the past is to be assessed in this way, these books can be safely recommended.

Overall, this is an excellent little volume, well illustrated and thoughtfully presented. It deserves to find a place on the library shelves of primary and secondary schools where it will prove useful for both individual and class work. It is split by two small blamishes which the publishers may be able to remove when the book is reprinted. It is really necessary to debate on intelligent appraisal of a serious topic by including two pages of cheap cartoons? If the cartoons disappear there will be space for the one thing it is lacking—an index. I am afraid that if a 10-year-old turned to this book for some information on fiduciary issues he would be an "unconscionable time-searching".

In mint condition

Henry Pluckrose on a children's introduction to finance

Money, By Walter Kirs, Rupert Hart Davis £2.25, 247 12800 7.

If your family is anything like mine, the sections of the quality Sunday papers which are never read are those featuring finance and city news. The headlines telling of bull and bear markets and variations in the terms of trade seem to dull the brain and encourage the reader to hasten on to sport or politics. While I am sure that the author of this fourth-year juniors to avid readers of *The Economist*, *Times*, *Financial Times*, *Guardian* and *Observer* have shown it to be anything to

gn by) to introduce them to the world of banking quite painlessly. The approach Mr Kirs uses is the story line—what Michael saw when he spent a day in a Swiss bank, how David spent his pocket money, the visit that Mario made to the Bavarian Mint. Written as a series of direct reports, the text manages effortlessly to cram in a mass of technical information. Cheque cards, automatic dispensers, exchange rates, current and savings accounts, paper money, stocks and shares and terms like legal tender are defined and explained as well as a host of other aspects of the banking world—from safe boxes to personal, governmental and international finance.

Overall, this is an excellent little volume, well illustrated and thoughtfully presented. It deserves to find a place on the library shelves of primary and secondary schools where it will prove useful for both individual and class work. It is split by two small blamishes which the publishers may be able to remove when the book is reprinted. It is really necessary to debate on intelligent appraisal of a serious topic by including two pages of cheap cartoons? If the cartoons disappear there will be space for the one thing it is lacking—an index. I am afraid that if a 10-year-old turned to this book for some information on fiduciary issues he would be an "unconscionable time-searching".

extra

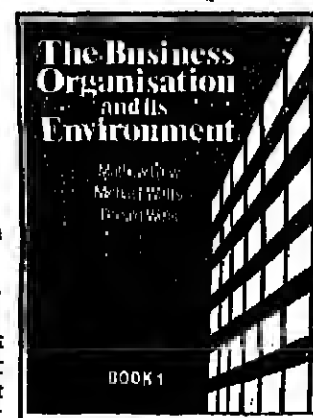
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SOYNTON SCHOOL (Roll 816) Hall Drive, Aokland, Middlesbrough, Cleveland, TS5 7UX. (Tel: Middlesbrough 83776). Required for Easter, 1980, a teacher for PHYSICAL SCIENCE. A Scale 2 post could be available for a teacher capable of assuming the post of Assistant Head of Lower School.

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PREPARATORY MUSIC continued

Other Assistants

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Other than by Subject Classification

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WILTSHIRE

ST. JOHN'S COLLEGE SCHOOL. Headmaster, Mr. J. H. V. Smith. Applications for September 1980, to the Headmaster, John's College School, 10, St. John's Road, Cambridge CB2 3RQ.

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SUTTON

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WILTSHIRE

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Hampshire County Council
Highbury College of Technology
Portsmouth

Head of Department of Marine Engineering (Grade IV)

Applications are invited from chartered engineers in either Marine Engineering or Naval Architecture, with good teaching and administrative experience.

Salary scale: £8,727 to £9,774 per annum, under review.

Further details and application form from: The Secretary, Highbury College of Technology, Dovecourt Road, Cotham, Portsmouth PO8 2SA. Telephone: 383131, Ext. 247.

DEPARTMENT OF SCIENCE
HEAD OF DEPARTMENT GRADE IV
NORTH-EAST LIVERPOOL TECHNICAL COLLEGE
Muirhead Avenue East, Liverpool, L11 1ES

Applications are invited for this senior post which will become vacant on May 1, 1980, when the present holder retires.

Forms and further details from the Principal at the College.

Closing date February 15, 1980.

Liverpool

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 p.o. THROUGHOUT THE COUNTY GENEROUS RELOCATION EXPENSES IN APPROVED CASES ASSISTANCE WITH TEMPORARY HOUSING MAY BE AVAILABLE.

NORTH-EAST SURREY COLLEGE OF TECHNOLOGY

Appointment of Vice-Principal Group 7

Applications are invited for the above post. The appointment will be made from the commencement of the Summer Term 1980 or as soon as possible thereafter. Salary will be £11,828 p.o. (£50 per cent of range £11,840-£11,918) plus £72 p.o. on account of the comparability salary review pending. Details and application forms to be returned by 15 February 1980, available (S.A.E. please) from the County Education Officer (S.E./AFC), County Hall, Kingston-on-Thames, KT1 2QJ.

Redbridge Technical College
Little Heath, Romford, RM6 4XT
Telephone: 01-599 5231
Principal: A. G. Hall, B.Sc. (Econ.), D.P.A., F.C.I.C., Cert. Ed.

Required as soon as possible:

LECTURER II
in SECRETARIAL SKILLS
LECTURER I
in SHORTHAND/TYPEWRITING

Further particulars and application forms are available from the Principal at the above address.

ile colleges

CITY AND EAST LONDON COLLEGE
Philippa Street, London N1 6BX
SENIOR LECTURER IN NUMERACY/MATHEMATICS

Required as soon as possible. The successful candidate will be responsible for the teaching and supervision of students in the Numeracy/Matematics Department. The salary will be £8,727 to £9,774 per annum, under review.

Further details and application form from: The Secretary, City and East London College, Philippa Street, London N1 6BX. Telephone: 383131, Ext. 247.

HACKNEY COLLEGE
Poplar Campus
Department of Engineering Processes

LECTURER GRADE I IN WELDING

Required as soon as possible. The successful candidate will be responsible for the teaching and supervision of students in the Welding Department. The salary will be £8,727 to £9,774 per annum, under review.

Further details and application form from: The Secretary, Hackney College, Poplar Campus, Department of Engineering Processes, Poplar, London E14 3JF. Telephone: 383131, Ext. 247.

HAMMERSMITH AND WEST LONDON COLLEGE
Alfred Gardens, Camden Hill Road, London W8 7AF

CARPENTRY AND JOINERY LECTURER GRADE II

Required as soon as possible. The successful candidate will be responsible for the teaching and supervision of students in the Carpentry and Joinery Department. The salary will be £8,727 to £9,774 per annum, under review.

Further details and application form from: The Secretary, Hammersmith and West London College, Alfred Gardens, Camden Hill Road, London W8 7AF. Telephone: 383131, Ext. 247.

KINGSWAY-PRINCETON COLLEGE
Department of Arts and Languages

LECTURER II (COMMUNICATIONS)

Required as soon as possible. The successful candidate will be responsible for the teaching and supervision of students in the Communications Department. The salary will be £8,727 to £9,774 per annum, under review.

Further details and application form from: The Secretary, Kingsway-Princeton College, Department of Arts and Languages, Kingsway, London WC2R 0EF. Telephone: 383131, Ext. 247.

SOUTH WEST LONDON COLLEGE
Tooling Broadway, London SW11 0TQ

PART-TIME MATHEMATICS LECTURER

COLLEGES OF
FURTHER EDUCATION
continued

DEVIN
SOUTH HAVON TECHNICAL COLLEGE
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

DURHAM
DURHAM COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

HAMPSHIRE
HANTS COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

LONDON
LONDON COLLEGE OF FURTHER EDUCATION
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Tel: 0185 511111.
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MANCHESTER
MANCHESTER COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

NOTTINGHAM
NOTTINGHAM COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

OXFORD
OXFORD COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

READING
READING COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
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SOUTHAMPTON
SOUTHAMPTON COLLEGE OF FURTHER EDUCATION
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Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

WARRINGTON
WARRINGTON COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
Applications for September 1980 intake should be sent to the Principal, Mr. J. H. Smith, at the above address. Details of courses and entry requirements are available on request.

WILMINGTON
WILMINGTON COLLEGE OF FURTHER EDUCATION
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Tel: 0185 511111.
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WIMBORNE
WIMBORNE COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
Tel: 0185 511111.
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BEXLEY LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Balvedere, Kent DA17 6JA
Principal: D. F. Glover, M.A., B.Sc., F.C.S., F.B.I.M.
Applications are invited for the following posts to take effect as soon as possible.

LECTURER GRADE II IN MODERN LANGUAGES
Required to assist in administration of the Language Section within the Department of Professional and Business Studies. A good knowledge of French, preferably with German or Spanish, required together with substantial appropriate teaching experience. (Ref. P.1.)

LECTURER GRADE II IN SECRETARIAL STUDIES
Required to assist in administration of courses within the Department of Professional and Business Studies. Good qualifications in a range of secretarial skills together with substantial teaching and commercial experience are essential. (Ref. P.2.)

BURNHAM TECHNICAL SALARY SCALES (Including London Allowance) (Under Review):
LECTURER GRADE II: £4,800-£7,540
LECTURER GRADE I: £3,970-£6,391 (according to qualifications and experience).
Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Towar Road, Balvedere, Kent (ER17 6JA) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

Lancashire County Council
BLACKPOOL & FLYDE COLLEGE
of Further and Higher Education

FACULTY OF ACADEMIC STUDIES
L.I. Mathematics and Computing Studies. Ref.: A86/2/7

FACULTY OF CONSTRUCTION & ENGINEERING
L.I. Fitting/Mechanics (E.L.T.B. "off the Job" Training). Ref.: C60/2/8

FACULTY OF COMMERCIAL & PROFESSIONAL STUDIES
L.I. Business Studies. Ref.: CP/1/4

FACULTY OF ART & DESIGN
L.I. Technical Illustration. Ref.: AD5/1/4

Further details and application form from The Principal, Blackpool & Flyde College of Further & Higher Education, Ashfield Road, Blackpool, Lancashire FY2 6SH, Lancashire, to be returned by 15 February 1980.

HERTFORDSHIRE
HERTFORDSHIRE COLLEGE OF FURTHER EDUCATION
100, SOUTH HAVON ROAD, SOUTH HAVON, OXFORDSHIRE, OX11 1JH.
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BOROUGH COUNCIL OF SOUTH TYNESIDE EDUCATION DEPARTMENT
(1) WHITBURN COMPREHENSIVE SCHOOL
Head Teacher—Group 9
Applications are invited for the above post from suitably experienced and qualified teachers. Successful candidates will be required to commence duty 7th April, 1980, or as soon thereafter as possible. Application forms and further information may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow, Tyne and Wear. Completed forms to be returned within 14 days of the appearance of this advertisement.

(2) SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
(a) Lecturer Grade II in Management and Business Studies
Applications are invited from suitably qualified teachers for the post of Lecturer in Management and Business Studies. The lecturer appointed will be expected to assist in the teaching of NEBSSS Certificate, BEC National or BEC General courses. Individual experience is essential and previous teaching experience will be an advantage.

(b) Lecturer Grade I in English as a Foreign Language
Applications are invited for the post of Lecturer in English as a Foreign Language and Modern Languages. Candidates should preferably have had experience in teaching EFL at Beginner and Intermediate level, and the ability to offer German would be an advantage.

Application forms may be obtained from the Principal, South Shields Marine and Technical College, St George's Avenue, South Shields, NE34 8ET, by sending a stamped addressed envelope. Completed application forms should be returned to the Principal as soon as possible.

MINISTRY OF DEFENCE
WELBECK COLLEGE
Workshop, Notts S80 3LN
There will be a vacancy in September, 1980, for a member of the

ARTS DEPARTMENT
at this Army 8th form boarding school for boys intending to enter Sandhurst.
A young qualified graduate is required who will be primarily responsible for teaching colloquial German but must also be able to offer one or more of English, history, geography, or economics. In addition to their 'A' levels, all boys study a modern language, English and a general Arts course.
All teachers are required to help with extra curricular activities and preference will be given to those able to assist with the coaching of senior rugby or hockey teams.
This will be a resident post and a choice of suitable accommodation for a married teacher with a family can be offered.
Teachers at Welbeck are civil servants but are members of the Teachers' Superannuation Scheme.
Appointment as either Junior Master (about Burnham Scale 2) or Senior Master (about Burnham Scale 4) according to age, qualification and experience.
Please write or telephone (0909 476326) for full details. Applications must be received within 14 days from the date of this advertisement.

Nottinghamshire College of Agriculture
Brackenbush, Southwell, Notts. NG25 0DF
Appointment of Vice-Principal
Applications are invited from suitably qualified and experienced men or women for the post of Vice-Principal to commence duties on 1st September, 1980.
The current salary (which is under review) is within the range £7,088 to £7,905 plus £72 per annum supplement.
Further details and application forms are available from and returnable to: The Director of Education, Further Education Section (Ref. P.1), County Hall, West Bridgford, Nottingham NG2 7QP, telephone: Nottingham (0602) 653306, ext. 3205.
The closing date receipt of applications is 15th February, 1980.

Nottinghamshire County Council
Nottingham, Notts NG1 1EP

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ROYAL MILITARY COLLEGE OF SCIENCE
Shrivenham, Swindon, Wiltshire
A RESEARCH SCIENTIST
is required for a one-year project in the Mathematics and Ballistics Department at the College.
The work will involve a computer program development of existing simulations of vibrations of mechanical systems. In particular, beams.
A suitable candidate would have a degree in mathematics and a working knowledge of FORTRAN, or HNC/HND in appropriate subjects and a working knowledge of FORTRAN. An interest in the application of numerical methods for solving problems on the vibration of mechanical systems is desirable.
The appointment would be for a period of one year at a salary of £2,410 p.a.
The successful candidate would be expected to commence work in about April, 1980. The Royal Military College of Science is an establishment of the Ministry of Defence. It stands in extensive grounds occupying an attractive position in the Vale of the White Horse in the Oxfordshire/Wiltshire borders. It offers excellent sports recreational and social facilities. Accommodation may be available at the College.
Further information and application forms may be obtained from the Civilian Admin. Office, Royal Military College of Science, Shrivenham, Swindon, Wiltshire, SN6 8LA; Telephone 0793 782551 Ext. 421. Please quote reference HQ 120/157. Closing date for applications, 15 February, 1980.

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